

THE RELATIONSHIP BETWEEN THE DEANS' LEADERSHIP  
STYLE AND THE FACULTY'S PROFESSIONAL ZONE OF  
ACCEPTANCE AS PERCEIVED BY TEACHING FACULTY  
AT SELECTED THAI UNIVERSITIES

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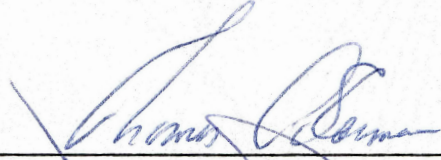
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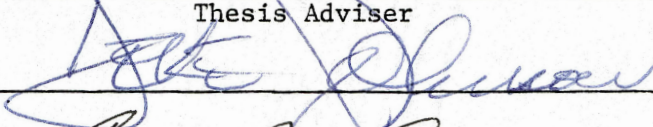
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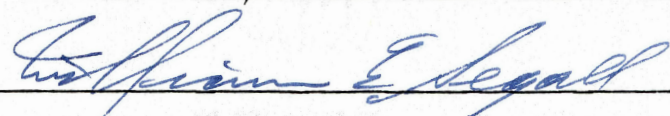


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## CHAPTER I

### INTRODUCTION

A college or university is not a business organized to make a profit, nor is it the military, but rather it is an organization where independence, intelligence, criticism, and creative thinking are valued and encouraged. In such an environment, the personal qualities of leaders have a great effect on the mood and vitality of the institution. Merton defined this kind of leadership as "an interpersonal relation in which others comply because they want to, not because they have to."<sup>1</sup>

The fundamental characteristic of authority is the willingness of a subordinate to hold in abeyance his own criteria for making decisions and to comply with orders from superiors. In the superior-subordinate relation, there is a range of acceptability to directives issued by superiors. Some directives are clearly unacceptable, while others are unquestionably acceptable. Barnard pointed out that the later group lies within the "zone of indifference."<sup>2</sup>

Simon supported this concept by referring to the range of behavior "within which the subordinate is ready to accept the decisions made for

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<sup>1</sup>R. K. Merton, "The Social Nature of Leadership," American Journal of Nursing, Vol. 69, No. 12 (December, 1969), p. 2615.

<sup>2</sup>Chester I. Barnard, The Functions of the Executive (Massachusetts, 1938), pp. 168-169.

him by his superiors."<sup>3</sup> He prefers to name this range of behavior "zone of acceptance" rather than "zone of indifference" in order to extend the positive significance of the term.<sup>4</sup>

According to Barnard, effective leadership operates precisely within the subordinate's zone of acceptance in which four basic conditions must be accomplished. These conditions are as follows:

(1) the subordinate can and does understand the communication; (2) at the time of his decision, he believes that it is not inconsistent with the purpose of the organization; (3) he believes it to be compatible with his personal interests as a whole; and (4) he is able mentally and physically to comply with the communication.<sup>5</sup> Barnard also commented that effective administrative authority involves willing rather than forced compliance.<sup>6</sup>

Recent studies in the area of acceptance of authority appear to have intensified the need for investigating the relationship between leadership style of deans and the professional area of acceptance of faculties.

#### The Problem

The growth in size and complexity of colleges and universities has made the tasks of administration increasingly difficult. The

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<sup>3</sup>Herbert A. Simon, Administrative Behavior (New York, 1947), p. 133.

<sup>4</sup>Ibid., p. 12.

<sup>5</sup>Barnard, p. 165.

<sup>6</sup>Ibid., p. 170.

growth in enrollments not only has brought to the institutions greater numbers to educate, but it has brought an increasing proportion seeking, for vocational ends, a range of courses not previously offered. Larger enrollments require larger faculties, and the increased number of teachers constitutes another force for the introduction of a widening range of courses in their specialties.

Together these forces have placed a heavier burden upon the central academic leadership of the institution. To cope with this burden, the apparent tendency has been for the president to turn over, first to deans and then to department heads, increasing responsibilities for academic decision making.<sup>7</sup>

The dean is in fact the man in the middle. He is known variously as vice-president for academic affairs, provost, chancellor, dean of the college, or dean of the faculty. Commonly he is appointed by the president from the faculty to relate administrative and faculty policy and procedure. He seems to fit all of the titles that have been attributed to him: "prophet, prime mover, keeper of the status quo, skull collector, servant of the faculty, trail blazer, weather vane, builder, housekeeper, maverick, and lackey."<sup>8</sup>

Feltner, supporting that view of the dean, stated:

For the first arena the dean is subordinate to the president and perhaps to other top-echelon administrators and is equal in power to several other administrative officers. In the last two arenas the dean is expected to

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<sup>7</sup> John J. Corson, "Roles of the Academic Officers," in Governance of Colleges and University (New York, 1960), p. 72.

<sup>8</sup> J. Gould, The Academic Deanship (New York, 1964), p. 4.

exercise leadership, and it is these in which the dean has the greatest responsibility and opportunities to manage conflict situation.<sup>9</sup>

There are three categories of functions for today's college dean: (1) giving academic leadership to the college; (2) managing the control activities that have been delegated to him/her; and (3) functioning as a member of a university policy-making body.<sup>10</sup>

The dean's leadership styles are established at the same point that Halpin described two dimensions of leader behavior as Initiating Structure and Consideration.

"Initiating Structure" refers to the leader's behavior in delineating the relationship between himself and the members of his group and in endeavoring to establish well-defined patterns of organization, channels of communication, and ways of getting the job done. "Consideration" refers to behavior indicative of friendship, mutual trust, respect, and warmth in the relation between the leader and members of the group.<sup>11</sup>

The administration of Thai government universities is arranged in hierarchy of authority as follows: the government, the president, the vice-president, the deans, the department chairmen, and the faculty members. Deans and the department chairmen are middle university

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<sup>9</sup> Bill D. Feltner and David R. Goodsell, "The Academic Dean and Conflict Management," Journal of Higher Education, Vol. 43, No. 9 (December, 1972) pp. 692-693.

<sup>10</sup> Arliss L. Roaden, "The College Deanship: A New Middle Management in Higher Education," Theory into Practice, Vol. 9, No. 4 (October, 1970), p. 274.

<sup>11</sup> Andrew W. Halpin, Theory and Research in Administration (New York, 1966), p. 86.

leaders. Deans are the chief executive officers in the colleges. The department chairmen are the key personnel for administrative relations with faculty members and with students. Although the department chairmen do hold a position which assures them substantial influence over their departmental colleagues, they are grouped as faculty in contrast to the dean for the purpose of this study. Hence, the department chairmen and full-time faculty are identified as subjects for this study.

#### Statement of the Problem

The purpose of this study was to examine the relationship between the perceived leadership style of deans and the "zone of acceptance" of faculty in professional matters.

This study seeks to answer the following question: "What are the significant relationships which exist between the deans' leadership style and the faculty's professional zone of acceptance?"

#### Need and Purpose of the Study

This study attempted to provide information concerning the faculty's perceptions of their deans' leadership style and their own definition of their professional zone of acceptance.

Several studies have identified relationships between superordinate behavior and subordinate attitudes, but few have focused upon the zone of acceptance. Therefore, more research must be done in this field because there are different variables that may change some conclusions that are drawn from earlier studies.

### Definition of Terms

The terms used in this study were defined as follows:

Leadership Style: For this study, leadership is defined by Hemphill and Coons and Halpin who developed the constructs "Initiating Structure" and "Consideration" to describe leadership behavior.

Halpin defined the terms as follows:

'Initiating Structure' refers to the leader's behavior in delineating the relationship between himself and the members of his group, and in endeavoring to establish well-defined patterns of organization, channels of communication, and ways of getting the job done.

'Consideration' refers to behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and members of the group.<sup>12</sup>

The leadership styles of deans of Thai universities were identified as same as Halpin defined two dimensions of leader behavior as Initiating Structure and Consideration.

Zone of Acceptance: Simon's "zone of acceptance" is conceptually similar to Barnard's "zone of indifference." As both Simon and Barnard have indicated, subordinates willingly comply with some administrative directives without question, that is, there is a range of behavior within which the subordinates are ready to accept the decisions made by their superiors.<sup>13</sup>

The zone of acceptance is assumed to be the dependent variable in

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<sup>12</sup>Halpin, p. 86.

<sup>13</sup>Simon, p. 133.

this study because of the understanding that the deans' leadership style affects the size of faculty's professional zone of acceptance. That is, there is a range of behavior within which the faculty members are ready to accept the decisions made by the deans.

Faculty: Faculty refers to the department chairmen and the full-time faculty members who taught in the 1980-81 academic year in the College of Education at the five randomly selected Thai universities. The department chairmen are grouped as faculty in contrast to the deans for the purpose of this study. Although faculty of education from five separate Thai universities were used as subjects in this study, in the discussion they will be treated as a collection and dealt with in the singular.

The Leader Behavior Description Questionnaire (LBDQ): An instrument devised by Halpin and the Personnel Research Board at the Ohio State University in 1957, which measures two dimensions of leadership behavior--initiating structure and consideration. The LBDQ is composed of 30 short, descriptive statements of the way in which leaders behave. There are 15 Likert-type items on each dimension.

Professional Zone of Acceptance Inventory (PZAI): An instrument developed by Kunz in 1973. Teacher respondents were asked to analyze each of 30 items in terms of areas in which their principal might make unilateral decisions. In 1977, Kunz refined the original 30-item instrument to 15 items without loss of either reliability or validity. For this study, Kunz recommended the use of the 15 items.

#### Rationale

In relationships between a leader and followers, there is a "zone

of acceptance:" that range of behavior "within which the subordinate is ready to accept the decisions made for him by his superior."<sup>14</sup>

Barnard, commenting on the view of the zone of indifference, stated:

The zone of indifference will be wider or narrower depending upon the degree to which the inducements exceed the burdens and sacrifices which determine the individual's adhesion to the organization. It follows that the range of orders that will be accepted will be very limited among those who are barely induced to contribute to the system.<sup>15</sup>

One factor which seems closely related to this balance and hence to faculty commitment to the university is the leadership of the dean. That is, the faculty's perception of the leadership style of the dean seems likely to influence the extent to which the faculty comply with directives that involve professional matters.

Halpin described leaders' behaviors on the Initiating Structure and Consideration dimensions by a quadrant scheme as follows:

		Consideration		Mean Score Initiating Structure
Initiating Structure		IS -	IS +	
		C + (II)	C + (I)	
		IS +	IS -	
		C - (III)	C - (IV)	
		Mean Score Consideration		

Figure 1. A Quadrant Scheme for Describing Leaders' Behavior on the Initiating Structure and Consideration (dimensions) (from Andrew W. Halpin, "The Superintendent's Effectiveness as a Leader," Administrator's Notebook, 7, No. 2, October 1958).



Halpin stated that the most effective leaders are those who score high on both Initiating Structure and Consideration of leader behavior.<sup>16</sup>

Higher performance rating, more favorable group attitudes, and high satisfaction generally are associated with high performance on both Initiating Structure and Consideration. It seems likely that these styles of leadership will produce a university situation conducive to a relatively broad professional zone of acceptance for faculty in professional decision areas. Therefore, it seems reasonable to predict that the professional zone of acceptance for faculty will be the widest when the dean is perceived as strong on both dimensions.

In situations in which deans are perceived as being strong in Initiating Structure and low in Consideration, the dean will tend to be viewed as ". . . the martinets and the 'cold fish' so intent upon getting a job done that they forget they are dealing with human beings, not with cogs in a machine."<sup>17</sup> Here formal bureaucratic measures tend to dominate, and the authority of the dean may be limited to the bureaucratic authority legitimated by the contractual agreement. On the other hand, highly considerate leaders who are weak in Initiating Structure, although perhaps not as effective as those who are strong on both dimensions, may be able to expand their authority sphere beyond the sometimes narrow limits of bureaucratic authority. This seems quite possible if Halpin's notions are correct that in public education,

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<sup>14</sup> Simon, p. 133.

<sup>15</sup> Barnard, p. 169.

<sup>16</sup> Halpin, p. 98.

<sup>17</sup> Halpin, p. 99.

there is (1) a high value placed upon Consideration and (2) Initiating Structure is not a dominant theme of the institutional mores.<sup>18</sup>

In addition, Halpin described leaders rated as low on both Initiating Structure and Consideration as the least effective, leading organizations that are frequently characterized by group chaos.<sup>19</sup>

### Hypotheses

Using the basic framework presented as the rationale, the hypotheses were stated as follows:

1. Faculty who perceive their dean as being strong on Initiating Structure and showing high Consideration will tend to have the widest professional zone of acceptance.

2. Faculty who perceive their dean as being weak on Initiating Structure and high on Consideration will tend to have a wider professional zone of acceptance than those who perceive the dean as being strong on Initiating Structure and low on Consideration.

3. Faculty who perceive their dean as being weak on Initiating Structure and showing low Consideration will tend to have the narrowest professional zone of acceptance.

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### Limitations of the Study

This study is in part Ex Post Facto Research that can be defined as:

. . . a systematic empirical inquiry in which the scientist

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<sup>18</sup>Halpin, p. 110.

<sup>19</sup>Halpin, p. 99.

does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable. Inferences about relations among variables are made, without direct intervention, from concomitant variation of independent and dependent variables.<sup>20</sup>

The scope of this study is limited to department chairmen and full-time teaching faculty members of five randomly selected government universities in Thailand. To have been considered for selection, the faculty must be the full-time teaching faculty for the College of Education in the 1980-81 academic year. Therefore, the findings and conclusions of this study are valid for the population studies and others that might be similar.

#### Organization of the Study

This study consists of five chapters. Chapter I presents the introduction, the problem, need and purpose of the study, definition of terms, rationale, hypotheses, limitations of the study and organization of the study.

Chapter II describes the theoretical framework and the review of related literature.

Chapter III deals with the methodology of the study. It is divided into five areas: general design, population and sample selection, data-gathering instrument, procedures for collection of data, and procedures for analysis of data.

Chapter IV deals with the presentation and analysis of the data from the findings of this study.

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<sup>20</sup>Fred N. Kerlinger, Foundations of Behavioral Research (New York, 1973), p. 379.

Chapter V presents the summary, discussion, conclusions, and recommendations.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter a review of literature is presented. The review is divided into the following sections: (1) the concepts of leader behavior as well as its analysis through empirical studies; (2) a brief overview of the professional zone of acceptance; and (3) a summary.

#### Leadership

##### Conceptual Perspective

Industry, business, military and other government agencies are increasingly recognizing the significance of human factors in the productivity of complex organizations. Educational institutions are no exception to this fact. Leaders are faced with the challenge of directing the work group toward the target of more effective production while at the same time maximizing member satisfaction.

Finch, who viewed the leadership process, stated:

If the quality of life in work settings is to be improved so that outcomes of human growth, satisfaction, and productivity are increased, one key organizational process that must be altered is the leadership process.<sup>1</sup>

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<sup>1</sup>Frederic E. Finch, "Collaborative Leadership in Working Settings." The Journal of Applied Behavior Science, Vol. 13, No. 3 (July-August-September, 1977), pp. 292-303.

Barnard's theory of the organization is centered around the concept of "effectiveness and efficiency," where effectiveness refers to organizational goal attainment and efficiency refers to member satisfaction.<sup>2</sup>

The concept of leadership constitutes a set of functions, or behaviors, carried out by individuals, or leaders, to assure that tasks, group climate, and individual satisfaction relate to the organization's objectives. Leader effectiveness, therefore, is the relative level of goal achievement.<sup>3</sup>

Leadership has been described during the last half-century in a number of different ways. The definitions range from the art of insuring compliance, persuasion, personality, goal achievement, and interpersonal relationships to the initiation of structure. For example, definitions of leadership such as the following are typical:

Leadership is the ability, based on the personal qualities of the leader, to elicit the followers' voluntary compliance in a broad range of matters.<sup>4</sup>

To lead is to engage in an act that initiates a structure-in-interaction as part of the process of solving a mutual problem.<sup>5</sup>

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<sup>2</sup>Chester I. Barnard, The Functions of the Executive (Massachusetts, 1938), p. 60.

<sup>3</sup>Wayne K. Hoy and Cecil G. Miskel, Educational Administration: Theory, Research, and Practice (New York, 1978), p. 181.

<sup>4</sup>Amitai Etzioni, "Dual Leadership in Complex Organization," American Sociological Review, Vol. 30, No. 5 (October, 1965), p. 688.

<sup>5</sup>John K. Hemphill, "Administration as Problem Solving," in Andrew W. Halpin. Administration Theory in Education (Chicago, 1958), p. 98.

✓ The leader is the individual in the group given the task of directing and coordinating task-relevant group activities.<sup>6</sup>

✓ Leadership in organizations involves the exercise of authority and the making of decisions.<sup>7</sup>

✓ Leadership is the initiation of a new structure or procedure for accomplishing an organization's goals and objectives or for changing an organization's goals and objectives.<sup>8</sup>

The important aspect of group structure is the leadership of the group. Effective leadership should give direction to the efforts of all workers in accomplishing the goals of the organization. Without leadership or guidance, the link between individual and organizational goals may become tenuous.<sup>9</sup>

Davis, commenting on the leadership, stated:

. . . without leadership, an organization is but a muddle of men and machines. Leadership is the ability to persuade others to seek defined objectives enthusiastically. It is the human factor which binds a group together and motivates it toward goals. Management activities such as planning, organizing and decision-making are dormant cocoons until the leader triggers the power of motivation in people and guides them towards goals. Leadership transforms potential into reality. It is the ultimate act which bring to success all of the potential that is in an organization and its people.<sup>10</sup>

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<sup>6</sup>Fred Fiedler, A Theory of Leadership Effectiveness (New York, 1967), p. 8.

<sup>7</sup>Robert Dubin, Human Relations in Administration (Englewood Cliffs, N.J., 1961), p. 348.

✓ <sup>8</sup>John K. Hemphill, "Administration as Problem Solving," in Andrew W. Halpin Administration Theory in Education (Chicago, 1958), p. 98.

<sup>9</sup>Herbert C. Hicks, Organizations Theory and Behavior (New York, 1975), p. 300.

✓ <sup>10</sup>Keith Davis, Human Behavior at Work: Human Relations and Organizational Behavior (New York, 1972), p. 100.

Stogdill, supporting the view of leadership, stated:

A group may or may not have leaders. If it does have leaders, it is an organization, for at least some of the members are thereby differentiated from the others as to responsibility or role expectation in relation to some common purpose.<sup>11</sup>

In describing the nature and meaning of leadership, Katz and Kahn identified three major components of the concept: (1) an attribute of an office or position; (2) a characteristic of a person; and (3) a category of actual behavior.<sup>12</sup>

Stogdill suggested five major classifications for leadership characteristics:

1. Capacity (intelligence, alertness, verbal facility, originality, judgment).
2. Achievement (scholarship, knowledge, athletic accomplishment).
3. Responsibility (dependability, initiative, persistence, aggressiveness, self-confidence, desire to excel).
4. Participation (activities, sociability, cooperation, adaptability, humor).
5. Status (socio-economic position, popularity)..

In addition, he mentioned that these characteristics may vary with the situation.<sup>13</sup> Therefore, leadership depends not only on the

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<sup>11</sup>Ralph M. Stogdill, "Leadership, Membership, and Organization," Psychological Bulletin, Vol. 47, No. 1 (January, 1950), p. 3.

<sup>12</sup>Daniel Katz and Robert Kahn, The Social Psychology of Organization (New York, 1966), p. 301.

<sup>13</sup>Ralph M. Stogdill, "Personal Factors Associated with Leadership: A Survey of the Literature," Journal of Psychology, Vol. 25 (January, 1948), pp. 63-64.



position, behavior, and personal characteristics of the leader but also on the character of the situation.

Effective leadership is a function of choosing the leadership style appropriate to a specific situation. Hersey and Blanchard concluded that "different leadership situations require different leader styles."<sup>14</sup>

It is important to distinguish between leadership style and leadership behavior. Fiedler defines leadership style as "the underlying need-structure of the individual which motivates his behavior in various leadership situations," but leadership behavior is defined as "the particular acts in which a leader engages in the course of directing and coordinating the work of his group members."<sup>15</sup>

Filley and House, supporting the view of leadership behavior, stated:

Leadership behavior is multidimensional. These dimensions are finite in number, and vary according to leader personality, the requirements of the task to be performed by him and his followers, the attitudes, needs, and expectations of his followers, and the organizational and physical environment in which he and they operate.<sup>16</sup>

In fact the behaviors that group members exhibit can be classified into two dimensions: task and socio-emotional

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<sup>14</sup>Paul Hersey and K. E. Blanchard, Management of Organizational Behavior (Englewood Cliffs, N.J., 1972), p. 107.

<sup>15</sup>Fred Fiedler, A Theory of Leadership Effectiveness (New York, 1967), p. 36.

<sup>16</sup>Alan C. Filley and Robert J. House, Managerial Process and Organizational Behavior (Illinoise, 1969), p. 397.

behaviors.<sup>17</sup> Similarly, leadership research has consistently identified two basic dimensions of leader behaviors which are labeled differently by different researchers. Theorists who tend to stress the autocratic, structure initiating, and task-oriented approach feel that the leader may be decisive, directive, controlling and in a position to evaluate group members. In contrast, human relations oriented leaders are those who seem to prefer the democratic, equalitarian, and permissive approach and who tend to stress creativity, willing cooperation, and group decision-making.<sup>18</sup>

In conclusion, the first area of leader behavior seems to stress behavior yielding accomplishment of purpose while the second area tends to be indicative of class interpersonal relationships between superiors and subordinates.

The conceptual perspective which seems quite representative of these two areas of leader behavior in this study is Halpin's identification of leader behavior in terms of Initiating Structure and Consideration.<sup>19</sup>

Halpin defined the terms as follows:

Initiating Structure refers to the leader behavior in delineating the relationship between himself and members of the work-group, and in endeavoring to establish well-defined patterns of organization, channels of communication, and methods of procedure.

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<sup>17</sup> Bruce W. Tuckman, "Development Sequence in Small Groups," Psychological Bulletin, Vol. 63, No. 6 (June, 1965), pp. 384-399.

<sup>18</sup> Jacob W. Getzels and Egon G. Guba, "Social Behavior and the Administrative Process," School Review, LXV (Winter, 1957), pp. 423-41.

<sup>19</sup> Andrew W. Halpin, Theory and Research in Administration (New York, 1966), p. 86.

Consideration refers to behavior indicative of friendship, mutual trust, respect, and warmth in relationship between the leader and the members of his staff.<sup>20</sup>

✓ In addition, Halpin describes an effective leader as:

One who delineates clearly the relationship between himself and the members of the group, and establishes well-defined patterns of organization, channels of communication, and ways of getting the job done. At the same time, his behavior reflects friendship, mutual trust, respect, and warmth in the relationships between himself and the members of the group.<sup>21</sup>

Further, Halpin, giving the explanation of the interactive nature of initiating structure and consideration with respect to goal achievement and group maintenance, stated:

. . . if a leader . . . is to be successful, he must contribute to both major group objectives of goal achievement and group maintenance. In Barnard's terms, he must facilitate cooperative group action that is both effective and efficient. According to the constructs that have been formulated, this means that the leader should be strong in Initiating Structure and should show high Consideration for the members of his work group.<sup>22</sup>

Tannenbaum and Schmidt, supporting the view of the successful leader, stated:

. . . the successful leader is one who is keenly aware of those forces which are most relevant to his behavior at any given time. He accurately understands himself, the individuals and group he is dealing with, and the

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<sup>20</sup> Andrew W. Halpin, Theory and Research in Administration (New York, 1966), p. 86.

<sup>21</sup> Ibid., p. 118.

<sup>22</sup> Ibid., p. 87.

company and broader social environment in which the operates . . .

But this sensitivity or understanding is not enough . . . . The successful leader is one who is able to behave appropriately in the light of these perceptions. If direction is in order, he is able to direct; if considerable participative freedom is called for, he is able to provide such freedom.<sup>23</sup>

Within the educational setting, the theoretical derivation by Getzels and Guba of "nomothetic" and "idiographic" styles of leader behavior bears some similarity to initiating structure and consideration dimensions. Getzels and Guba have defined the nomothetic leadership style as one which places emphasis upon organizational role expectations; the idiographic leadership style places emphasis upon individual need-dispositions.<sup>24</sup>

### Empirical Findings

Early studies of leadership tended to concentrate on the traits of effective leaders. The main objective of these types of studies was to identify those characteristics which distinguished leaders from followers.<sup>25</sup> However, Stogdill found that the trait approach to study leadership often yielded contradictory results.<sup>26</sup> Thus, the recent

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<sup>23</sup>R. Tennenbaum and W. H. Schmidt, "How to Choose a Leadership Pattern," Harvard Business Review, (March-April, 1958), p. 101.

<sup>24</sup>Jacob W. Getzels and Egon G. Guba, "Social Behavior and the Administrative Process," School Review, LXV (Winter, 1957), p. 424.

<sup>25</sup>Halpin, p. 84.

<sup>26</sup>Ralph M. Stogdill, "Personal Factors Associated with Leadership: A Survey of the Literature," Journal of Psychology, XXV (January, 1948), pp. 35-73.

studies of leadership emphasize leader behavior and performance rather than traits. Many researchers are concerned with the effectiveness of the leader's style in relation to the total work group or the organization.<sup>27</sup>

Lewin, Lippitt and White conducted a study of young boys in hobby clubs who were engaged in different leadership styles, such as democratic, autocratic and laissez-faire. This study reported that groups with democratic style leaders displayed more group commitment and unity and less aggression and apathy.<sup>28</sup>

The well-known Ohio State Leadership Studies concentrate on the identification of the critical factors or dimensions of leadership. Begun in 1945, these studies initially identified several leadership dimensions, but these factors were later summarized into just two. The first is Consideration, which includes feelings of mutual warmth and trust with group members, and the second is Initiating Structure, which includes providing emphasis and organization for production and goal attainment.<sup>29</sup>

Hemphill and Coons constructed the original form of the Leader

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<sup>27</sup> James M. Lippitt, "Leadership and Administration," in Behavioral Science and Educational Administration. National Society for the Study of Education, 1964, pp. 141-142.

<sup>28</sup> Kurt Lewin, Ronald Lippitt and Ralph K. White, "Patterns of Aggressive Behavior in Experimentally Created 'Social Climate,'" Journal of Social Psychology, Vol. 12, No. 2 (May, 1939), pp. 271-299.

<sup>29</sup> John K. Hemphill and Alvin E. Coons. "Development of the Leader Behavior Description Questionnaire," ed. Ralph M. Stogdill and Alvin E. Coons, Leader Behavior: Its Description and Measurement, (Columbus: Ohio State University, Bureau of Business Research, Monograph Number 88, 1957), pp. 11-12.

Behavior Description Questionnaire (LBDQ),<sup>30</sup> and later it was refined by Halpin and Winer. The LBDQ measures the two basic dimensions of leader behavior-Initiating Structure and Consideration.<sup>31</sup> The thirty items are listed randomly on the Leader Behavior Description Questionnaire. The subjects are asked to describe the behavior of the leader on a five-point scale: always, often, occasionally, seldom, or never. Separate scores for initiating structure and consideration are determined by summing the item responses relating to each subscale. Subordinates, superiors, or the leaders themselves can describe the leader's behavior. The form on which the group members describe their leader's behavior is referred to as the "LBDQ-Real, Staff." In addition, the LBDQ can be modified to measure how a leader should behave, that is the "ideal" leader behavior.<sup>32</sup>

Hemphill conducted a study to examine the relationship between the leadership behavior of the administrators of the academic department and the reputation of his department for being well-administered. Hemphill summarized the findings of the study as follows:

1. Administrative reputation of the college department was reliably reported by faculty members.
2. Older faculty members provided a larger proportion of the "reputation" information than the "younger" or "new" members of the faculty.
3. Reputation for being well administered is related to the

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<sup>30</sup>Ibid., pp. 11-12.

<sup>31</sup>Halpin, p. 11.

<sup>32</sup>Ibid., pp. 88-90.

leadership behavior of department chairmen as this behavior is described by department members. Those departments with the best reputation for good administration have chairmen who are described as above the average on both Consideration and Initiating Structure.

4. With the exception of size, all group characteristics and those described by means of the Group Description Questionnaire showed no significant relationship to reputation for good administration.

5. Larger departments tend to have better administrative reputations than smaller departments. This fact is independent of the Initiating Structure activity of the chairman and may indicate only that more care is exercised in selecting chairmen of large departments.<sup>33</sup>

Halpin's investigation compared educational administrators and aircraft commanders. The sample was composed of two groups of subjects: 64 educational administrators and 132 air craft commanders. Halpin's findings supported the basic hypothesis that educational administrators differed from aircraft commanders in both leadership ideology and leadership style. The administrators tended to show greater Consideration and less Initiating Structure than the commanders. These differences were presumably associated with differences between the institutional settings within which the two groups of leaders operate.<sup>34</sup>

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<sup>33</sup> John K. Hemphill, "Leadership Behavior Associated with the Administrative Reputation of College Departments," The Journal of Educational Psychology, Vol. 46, No. 7 (November, 1955), pp. 385-401.

<sup>34</sup> Andrew W. Halpin, "The Leader Behavior and Leadership Ideology of Educational Administrators and Aircraft Commanders," Harvard Educational Review, Vol. 25 (Winter, 1955), pp. 18-32.

After extensive studies involving groups such as educational administrators and aircraft commanders, Halpin summarized the major findings emerging from the Ohio State University LBDQ studies as follows:

1. Initiating Structure and Consideration as measured by the LBDQ are fundamental dimensions of leader behavior.
2. Effective leader behavior tends most often to be associated with high performance on both dimensions.
3. Superiors and subordinates tend to evaluate the contributions of the leader behavior dimensions oppositely in assessing effectiveness. Superiors tend to emphasize initiating structure, whereas subordinates are more concerned with consideration. Thus, the leader often finds some degree of role conflict.
4. The leadership style characterized by Quadrant I, high in both dimensions, is associated with such group characteristics as harmony, intimacy, and procedural clarity, and with favorable changes in group attitude.
5. There is only a slight relationship between how leaders say they should behave and how subordinates describe that they do behave.
6. Different institutional settings tend to foster different leadership styles.<sup>35</sup>

Further evidence that effective leader behavior is associated with high performance on both consideration and initiating structure has been widely reported. In a laboratory experiment in Japan, Misumi and Shirakashi found that leaders who were both task-oriented

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<sup>35</sup> Halpin, pp. 97-98.



and considerate in their behavior had the most productive groups.<sup>36</sup>

In later studies Fleishman and Harris found that low consideration and high initiating structure correlate with high grievances and turnover. These researchers further stated that foremen can compensate for the disadvantages of high initiating structure by increasing consideration but that foremen with low consideration cannot compensate by decreasing their initiating structure.<sup>37</sup>

Oaklander and Fleishman also found that while the two dimensions are often independent of each other, leaders who rated high on both initiating structure and consideration were more likely to be judged effective by their superiors and to have desirable effects on productivity.<sup>38</sup> However, the studies revealed by Korman showed no relationship between initiating structure and effectiveness.<sup>39</sup>

In the educational organization, Brown reported that teachers appeared both to accept the fact that strength on both dimensions is difficult to achieve and also to express satisfaction with a principal who exhibited strength on either factor. However, weaknesses on both dimensions or a weakness in one without a corresponding strength in the

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<sup>36</sup>Jyuji Misumi and S. Shirakashi, "An Experimental Study of the Effects of Supervisory Behavior on Productivity and Morale in a Hierarchical Organization," Human Relations, XIX (1966), pp. 297-307.

<sup>37</sup>E. Fleishman and E. Harris, "Patterns of Leadership Behavior Related to Employee Grievances and Turnover," Personal Psychology, Vol. 15, No. 1 (Spring, 1962), pp. 43-56.

<sup>38</sup>H. Oaklander and E. Fleishman, "Patterns of Leadership Related to Organizational Stress in Hospital Settings," Administrative Science Quarterly, Vol. 8, No. 4 (March, 1964), pp. 520-532.

<sup>39</sup>Abraham K. Korman, "Consideration, Initiating Structure and Organizational Criteria - A Review," Personal Psychology, Vol. 19, No. 4 (Winter, 1966), pp. 349-361.

other generates reactions of low satisfaction in teachers and low effectiveness in principals.<sup>40</sup>

Brown and Anderson found that faculty members' job satisfaction with the teaching situation was greater in schools in which principals exhibited strength on Consideration than Initiating Structure.<sup>41</sup>

Trimble examined how teachers judged the principal's leadership behavior. The sample of this study consisted of 24 principals and 110 teachers from elementary schools in Lake Country, Indiana. According to their staff-members' perceptions, he found that the principals received higher scores on Consideration than Initiating Structure.<sup>42</sup>

Finnessy investigated the relationship between six selected personality traits and leadership expectations of the teachers toward the principal. He concluded that teachers generally expected an effective principal to exhibit more Initiating Structure than Consideration. He also found that male teachers had higher mean scores on Initiating and Consideration than did female teachers.<sup>43</sup>

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<sup>40</sup> Alan F. Brown, "Reactions to Leadership," Educational Administration Quarterly, Vol. 3, No. 1 (Winter, 1967), pp. 62-73.

<sup>41</sup> Alan F. Brown and B. Anderson, "Faculty Consensus as a Function of Leadership Frequency and Style," Journal of Experimental Educational, Vol. 36, No. 2 (Winter, 1967), pp. 43-49.

<sup>42</sup> Clifford Trimble, "Teachers' Conceptions of Leadership Behavior of Principals as Related to Principal's Perception of His Involvement in the Decision-Making Process," (Unpublished Doctoral Dissertation, Purdue University, 1968), Dissertation Abstracts International, Vol. 28, p. 4432-A.

<sup>43</sup> John A. Finnessy, "The Relationship Between Selected Personality Traits and Leadership Expectations of the Followers," (Unpublished Doctoral Dissertation, Indiana University, 1973), Dissertation Abstracts International, Vol. 33, p. 2047-A.

Washington examined the relationship between department chairperson's leadership style as perceived by teaching faculty and that faculty's feelings of job satisfaction. He concluded that the degree of job satisfaction is highest in college academic departments when the faculty perceived that the chairperson's leadership style is high on Initiating Structure and high on Consideration.<sup>44</sup>

Verbeke conducted a study of the leadership behavior of two-year junior or community college academic deans. He concluded the results of the study as follows:

1. The faculty members both perceived and expected more Consideration than Initiating Structure in the academic deans' leader behavior.
2. The presidents perceived more Consideration than Initiating Structure in the academic deans' leader behavior. On the other hand, there were no significant differences in the amount of each dimension desired by the presidents in the leader behavior of the academic deans.
3. The presidents tended to describe their deans higher on both Initiating Structure and Consideration than did the faculty members.
4. The "effective" leader behavior was characterized by high Initiating Structure and Consideration.<sup>45</sup>

Using the LBDQ, Foy conducted a study of the leader behavior of

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<sup>44</sup>Earl M. Washington, "The Relationship Between College Department Chairperson's Leadership Style as Perceived by Teaching Faculty and that Faculty's Feelings of Job Satisfaction," (Unpublished Doctoral Dissertation, Western Michigan University, 1975), Dissertation Abstracts International, Vol. 36, p. 3464-A.

<sup>45</sup>Maurice G. Verbeke, "The Junior College Academic Dean's Leadership Behavior as Viewed by Superiors and Faculty," (Unpublished Doctoral Dissertation, The Pennsylvania State University, 1966), Dissertation Abstracts International, Vol. 28, p. 0926-A.

community junior college deans of instruction among selected two year colleges in Texas. Subjects for the study consisted of deans of instruction, department heads and student leaders. She found that followers would have the deans elicit more of both leadership dimensions than they perceived the dean eliciting, with emphasis on the Consideration dimension over Initiating Structure. In the real situation, followers did not perceive the deans as eliciting more of the Initiating Structure dimension than the Consideration dimension.<sup>46</sup>

Harris studied leader behavior of selected Florida colleges academic deans as perceived by superordinates and faculty. By using the LBDQ, presidents, deans, and faculty rated the academic dean's functions both in terms of perceiving on "Real" behavior and "Ideal" or expected behavior. He summarized the major findings of this study as follows:

1. The selected faculty members and presidents did not differ in their perceptions of the leadership behavior of their academic deans.
2. There were no differences in the perceptions of presidents and deans nor selected faculty and deans concerning the leader behavior of the academic dean.
3. The presidents' expectations of the academic deans differed from those of the selected faculty in the ideal dimensions of Initiating

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<sup>46</sup> Francis P. Foy, "An Analysis of the Leader Behavior of Texas Community Junior College Deans of Instruction," (Unpublished Doctoral Dissertation, The University of Texas at Austin, 1974), Dissertation Abstracts International, Vol. 35, p. 2575-A.

Structure.<sup>47</sup>

Nicol investigated various perceptions and expectations of the academic dean's leader behavior in community colleges and university branch campuses, as viewed by chief officers, faculty, and academic deans. He concluded the results of the study as follows:

1. The faculty expect less and perceive less leader behavior by the academic dean on the Initiating Structure dimension than do the chief executive officers.

2. The chief executive officers perceive significantly more Consideration behavior by the academic dean than does the faculty.

3. The faculty expect less and perceive less leader behavior by the academic dean on both the Initiating Structure and the Consideration dimensions than do the academic deans.

4. The academic deans expect and perceive significantly more leader behavior on both the Initiating Structure and the Consideration dimensions than the faculty.

5. The chief executive officers and the academic deans do not differ from each other in their expectations and perceptions of the leader behavior of the academic deans.<sup>48</sup>

In another study derived from the Ohio State Studies, Blake and

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<sup>47</sup>William M. Harris, "The Community College Academic Dean's Leadership Behavior as Perceived by Superordinates and Faculty in Selected Colleges in Florida," (Unpublished Doctoral Dissertation, The University of Florida, 1979), Dissertation Abstracts International, Vol. 40, pp. 4431-2 A.

<sup>48</sup>Sanford F. Nicol, "The Academic Dean's Leadership Behavior in Selected Two Year Colleges as Viewed by Chief Executive Officers, Faculty, and Academic Deans," (Unpublished Doctoral Dissertation, Temple University, 1976), Dissertation Abstracts International, Vol. 37, pp. 78-9 A.

Mouton attempted to deal with the concern for people and concern for production issue by developing a two-dimensional grid with two independent scales for "concerns" scores of from one to nine. The leader's style can be plotted on the Blake and Mouton managerial grid based on the results from their survey instruments. The basic assumption is that the most effective leader has a style which would score "9,9," the highest values for both concern for people and concern for production.<sup>49</sup>

The frequently cited and major contribution is the study by Fiedler of the leader style-situational requirements-effectiveness relationship. The systematic contingency theory of leadership states that the characteristics of the effective leader will vary according to the situational requirements, and that situational factors can be classified in terms of their favorability to the leader. The favorability of a specific situation to an individual leader is a function of leader and members relations, the task and structure, and the power and support the leader has from the organization. Where the "favorability" of the situation is found to be very high or very low, a leadership style emphasizing tasks, production and control will be most effective.<sup>50</sup>

According to Fiedler's Contingency Model, the leader's motivational system is indexed by the Least Preferred Co-Worker (LPC). Score which is obtained by asking a person to think of those with

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<sup>49</sup>Robert Blake and Lane Mouton, The Managerial Grid (Houston, 1964), p. 10.

<sup>50</sup>Fred Fiedler, A Theory of Leadership Effectiveness (New York, 1967), pp. 143-7.

whom he has worked during his career and then to describe the one person with whom he could work least well. The person who describes one's least preferred co-worker in relatively favorable terms, a high-LPC, is motivated to develop close personal relations with others. On the other hand, the individual who describes one's LPC in unfavorable terms, a low-LPC, has a basic orientation to the direction of task accomplishment.<sup>51</sup>

Martin, Isherwood and Lavery conducted a study to test Fiedler's Contingency Theory by using 41 probation committees drawn from 21 English-language elementary schools in one school board in the Montreal area as a unit of analysis. They found that relationship-oriented leaders appeared to be more effective in unfavorable situations while task-oriented leaders seemed to be more effective in favorable situations, thus supporting the contingency model.<sup>52</sup>

Hawley investigated the behavior of elementary principals by comparing their LPC score to scores derived from the Leadership Behavior Description Questionnaire-Form Twelve. Teachers in 37 elementary schools completed the LBDQ-XII, which examines leader behavior in terms of twelve dimensions. He found that low-LPC principals were rated high on Initiating Structure (clearly defines his own role and makes known what is expected by others) and Role Assumption (actively exercising the leadership role).<sup>53</sup>

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<sup>51</sup>Ibid., p. 45.

<sup>52</sup>Yvonne M. Martin, Geoffrey B. Isherwood and Robert E. Lavery, "Leadership Effectiveness in Teacher Probation Committees," Educational Administration Quarterly, Vol. 12, No. 2 (Spring, 1976), pp. 87-99.

<sup>53</sup>David E. Hawley, "A Study of the Relationship Between the Leader Behavior and Attitudes of Elementary School Principals," (Unpublished M.Ed. Thesis, University of Saskatchewan, Saskatoon, 1969.

In conclusion, both conceptually and empirically the leadership literatures provides a useful framework for the study of leader behavior of administrators.

### Zone of Acceptance

#### An Overview

The studies dealing with leadership have often been concurrently concerned with the concept of authority. Barnard defined authority as "the character of a communication (order) in a formal organization by virtue of which it is accepted by a contributor to or 'member' of the organization as governing the action he contributes."<sup>54</sup> He distinguished authority into two aspects: the first aspect, the subjective, the accepting of a communication as authoritative and the second aspect, the objective, the character in the communication by virtue of which it is accepted. Of the two, subjective authority is far more important. To Barnard's concept, there is no authority if the communication is rejected. He is so insistent on this, that he places "the decision as to whether an order has authority or not lies with the persons to whom it is addressed."<sup>55</sup>

Herbert A. Simon, supporting the view of authority, stated:

'Authority' may be defined as the power to make decisions which guide the actions of another. It is a relationship between two individuals, one 'superior,' the other

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<sup>54</sup>Chester I. Barnard, The Functions of the Executive (Massachusetts, 1938), p. 163.

<sup>55</sup>Ibid., p. 163.



'subordinate'.<sup>56</sup>

Weber identified three types of authority according to the kind of legitimacy typically claimed by each. These claims to legitimacy are based on:

1. Rational grounds - resting on a belief in the legality of patterns of normative rules and the right of those elevated to authority under such rules to issue commands (legal authority);
2. Traditional grounds - resting on an established belief in the sanctity of immemorial traditions and the legitimacy of the status of those exercising authority under them (traditional authority); and
3. Charismatic grounds - resting on devotion to the specific and exceptional sanctity, heroism or exemplary character of an individual person, and of the normative patterns or order revealed or ordained by him (charismatic authority).<sup>57</sup>

Weber was careful to point out that none of these types existed in the pure form, but that organizations typically relied on a combination of authority types with emphasis on one. It would follow, therefore, that organizational leaders also rely on a combination of authority types.

Merton restated Weber's classic treatment of authority based on hierarchical office: "Authority, the power of control which derives from an acknowledged status, inherent in the office and not in the particular person who performs the official role."<sup>58</sup> He also noted

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<sup>56</sup>Herbert A. Simon, Administrative Behavior (New York, 1947), p. 125.

<sup>57</sup>Max Weber, The Theory of Social and Economic Organization tr. A. M. Henderson and T. Parsons. (New York, 1947), p. 328.

<sup>58</sup>Robert K. Merton, Leonard Broom, and Leonard S. Cottrell, Jr., eds. Sociology Today (New York, 1959), pp. 400-423.

that when a person becomes a member of an organization he is already predisposed to accept orders given to him by persons acknowledged to be his superiors by their position in the formal organizational chart.

March and Simon, supporting the view of acceptance of authority, stated:

In joining the organization, the employee accepts an authority relation; i.e., he agrees that within some limits (defined both explicitly and implicitly by the terms of his employment contract) he will accept as the premises of his behavior orders and instructions supplied to him by the organization.<sup>59</sup>

Barnard commented that effective administrative authority involves willing rather than forced compliance.<sup>60</sup>

In Barnard's view the subordinate can and will accept authority when four conditions prevail as follows: (1) he can and does understand the communication; (2) at the time of his decision, he believes that it is not inconsistent with the purpose of the organization; (3) he believes it to be compatible with his personal interest as a whole; and (4) he is able mentally and physically to comply with communication.<sup>61</sup>

For the relation between superior-subordinate, there is a range of acceptability to directives issued by superiors. Some directives are judged clearly unacceptable and are rejected; others are barely acceptable or unacceptable, and may or may not be rejected; still

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<sup>59</sup>James G. March and Herbert A. Simon, Organizations (New York, 1961), p. 90.

<sup>60</sup>Barnard, p. 170.

<sup>61</sup>*Ibid.*, p. 165.

others are accepted without question. Barnard pointed out that the last group lies within the "zone of indifference."<sup>62</sup>

Simon supported this concept by referring to the range of behavior "within which the subordinate is ready to accept the decisions made for him by his superior."<sup>63</sup> He preferred to label this range of behavior "zone of acceptance" rather than "zone of indifference" in order to extend the positive significance of the term.

Simon also gave the explanation of "zone of acceptance," stated:

A subordinate is said to accept authority whenever he permits his behavior to be guided by the decision of a superior, without independently examining the merits of that decision . . . Although it is important function of authority to permit a decision to be made and carried out even when agreement cannot be reached, perhaps this arbitrary aspect of authority has been overemphasized. In any event, if it is attempted to carry authority beyond a certain point, which may be described as the subordinate's "zone of acceptance," disobedience will follow.<sup>64</sup>

Bridges used the concept of "zone of acceptance" to develop a highly useful model for shared decision-making in the school principalship. Bridges suggested two basic propositions that (1) as the principal involves teachers in making decisions located in their zone of acceptance, participation will be less effective and (2) as the principal involves teacher in making decisions clearly located outside their zone of acceptance, participation will be more effective.<sup>65</sup>

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<sup>62</sup>Ibid., pp. 168-169.

<sup>63</sup>Simon, p. 133.

<sup>64</sup>Ibid., pp. 11-12.

<sup>65</sup>Edwin M. Bridges, "A Model for Shared Decision Making in the School Principalship," Educational Administration Quarterly, Vol. 3, No. 1 (Winter, 1967), pp. 49-61.

The problem for the principal is to determine which decisions fall inside and which outside the zone.

Bridges concluded:

. . . To determine whether the decision falls within the zone of difference, the principal must first apply the test of relevance of the decision to those affected. A second test the principal can use to assess whether the decision is located in the teacher's zone of indifference is that of expertise.<sup>66</sup>

Clear and Seager, in one of the few empirical studies to focus on zone of acceptance of teachers, found that educational administrators' zones of desired influence were consistently greater than teachers' zone of acceptance, but that both administrators and their teachers tended to agree on the areas that should and should not be influenced.<sup>67</sup>

No literature was found which dealt with the shared decision-making between the faculty and the dean to identify the area that should and should not fall within the zone of acceptance.

#### Summary

Leadership is the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation. In essence, leadership involves accomplishing goals with and through people. Therefore, a leader must be concerned about tasks and human relationships. Although using different terminology, Halpin identified two dimensions of leadership: initiating structure and

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<sup>66</sup>Ibid., p. 52.

<sup>67</sup>Delbert K. Clear and Roger C. Seager, "The Legitimacy of Administrative Influence as Perceived by Selected Groups," Educational Administration Quarterly, Vol 7 (Winter, 1971), pp. 48-60.

consideration for describing leader behavior. Initiating structure refers to the leader's behavior in delineating relationship between himself and the members of his group, and in endeavoring to establish well-defined patterns of organization. Consideration refers to behavior indicative of friendship, mutual trust and warmth between the leader and member of his group. The Leader Behavior Description Questionnaire was designed to measure two dimensions of leader behavior, initiating structure and consideration. This instrument focuses upon a description of what a leader does rather than upon an evaluation of what he does. By using the LBDQ, the most effective leaders are defined as persons who develop well-defined patterns of organization, who open channels of communication, who articulate goals, keep morale high and whose relationships with others are characterized by mutual respect and warmth. On the other hand, the least effective leaders are defined as those persons who are the poorest in defining patterns of organization, who do not open channels of communication, who negatively influence moral, and who are not trusted by their colleagues or subordinates.

In the relation between leader and follower, there is the zone of acceptance which refers to the range of behavior within which the subordinate is ready to accept the decisions made for him by his superior. Effective leadership operates precisely within the subordinate's zone of acceptance.

## CHAPTER III

### METHOD AND PROCEDURE

This part is an explanation of the general procedures which are used in this study. The section on methodology is divided into six areas: (1) general design; (2) sample; (3) instrumentation; (4) procedures for collection of data; and (5) procedures for analysis of data.

#### General Design

This study is considered in part Ex Post Facto Research which can be defined as:

. . . a systematic empirical inquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable. Inferences about relations among variables are made, without direct intervention, from concomitant variation or independent and dependent variables.<sup>1</sup>

In addition, it is a correlational study design to identify the relationship between leadership styles of deans and professional zone of acceptance of faculty.

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<sup>1</sup>Fred N. Kerlinger, Foundations of Behavioral Research (New York, 1973), p. 379.

### Sample

There are thirteen government universities and equivalent degree-granting institutions which are under the supervision of the Office of University Affairs in Thailand. Universities are comprehensive institutions offering programs, graduate as well as undergraduate, in various disciplines. There are only eight universities which have colleges of education.

The population consisted of department chairmen and full-time teaching faculty who were part of the College of Education in the eight Thai government universities. The sample for this study was chosen from five randomly selected universities. Department chairmen and full-time faculty, teaching in the 1980-81 academic year, were identified as subjects for this study. The department chairmen were grouped as faculty in contrast to the deans for this study. There were 192 faculty participating in this study.

### Instrumentation

The instrument used to collect the data was classified into three parts: (1) General Background Information, (2) The Leader Behavior Description Questionnaire (LBDQ), and (3) Professional Zone of Acceptance Inventory (PZAI) (included in Appendix B).

#### General Background Information

General Background Information, part one of the instrument, was designed to obtain data related to the job position, sex, age, the highest educational degree level and total number of years teaching

experience from each faculty member. In addition, four questions asked about the demographic data of the dean which included sex, age, the highest educational degree level and the total years of experience as a dean. A total of ten items were included.

### The Leader Behavior Description

#### Questionnaire (LBDQ)

The LBDQ, part two of the instrument, was developed by the Personnel Research Board of Ohio State University. The LBDQ measures two basic dimensions of leader behavior: Initiating Structure and Consideration. Initiating Structure refers to the leader's behavior in delineating relationships between himself and members of the group and in endeavoring to establish well-defined patterns of organization. Consideration refers to behavior indicative of friendship, mutual trust and warmth between the leader and members of the group.<sup>2</sup>

The LBDQ is composed of thirty short, descriptive statements of the way in which leaders behave. There are fifteen Likert-type items on each dimension. The full-time teaching faculty were asked to note their perceptions of the behavior of the leader on a five-point scale: always, often, occasionally, seldom, or never, and each item was scored on a scale from 4 to 0.

The reliability of the LBDQ, using the Spearman-Brown formula, has been consistently high in Halpin's studies of leader behavior yielding split-half coefficients of .83 and .86 on Initiating Structure and .92

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<sup>2</sup> Andrew W. Halpin, Theory and Research in Administration (New York, 1966), p. 86.



and .93 on Consideration.<sup>3</sup>

Although there is limited evidence on construct validity, Halpin has provided evidence of concurrent criterion validity of the LBDQ, and in a more recent validity study conducted under well-controlled laboratory conditions, Stogdill has also supported the validity of the LBDQ subtests of Initiating Structure and Consideration.<sup>3</sup>

#### Professional Zone of Acceptance Inventory (PZAI)

The Professional Zone of Acceptance Inventory (PZAI), part three of the instrument, was developed by Kunz in 1973. The PZAI consists of thirty items. Teacher respondents were asked to analyze each of thirty items in terms of areas in which their principal might make unilateral decisions. The teachers were directed to indicate their probable frequency of compliance in terms of five-point Likert-type scale scored from 4 (always comply) to 0 (never comply) with all items being scored in the same direction.<sup>4</sup>

The reliability coefficient of .91 on the PZAI over a week's lapsed time was obtained through the use of the test/re-test method on 54 teachers taking graduate courses at Rutgers University. In addition, the computation of a coefficient alpha for all public school teachers in the sample (N=380) was .96. Scores for all thirty items are summed; the higher the score, the greater the index of probable

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<sup>3</sup>Ralph M. Stogdill, "Validity of Leader Behavior Descriptions," Personnel Psychology, Vol. 22, No. 2 (Summer, 1969), pp. 153-158. ✓

<sup>4</sup>Daniel W. Kunz and Wayne K. Hoy, "Leadership Style of Principals and the Professional Zone of Acceptance of Teachers," Educational Administration Quarterly, Vol. 12, No. 3 (Fall, 1976), pp. 49-64.

compliance by teachers with their principal's directives.<sup>5</sup>

In 1977, Kunz refined the original thirty-item instrument of fifteen items without loss of either reliability or validity. Kunz recommended the use of the fifteen items for this study (see Appendix A).

#### Translation of the Questionnaires

The researcher had translated the LBDQ and PZAI from English to Thai to be more convenient for the Thai teaching faculty who responded to these questionnaires. In addition, the translation made the study more meaningful because the Thai version was more understandable than English to the Thai teaching faculty.

The researcher used a pilot study to make sure the LBDQ and PZAI in the Thai version were valid and reliable for this study. Twenty Thai graduate students who are majoring in education at Oklahoma State University were the participants in this pilot study. The LBDQ and PZAI were developed and printed in both English and Thai versions for the pilot-study. The "one-group pre-test/post-test" design was utilized for the pilot study. The pre-test was administered to the Thai graduate students on May 7, 1980. The researcher collected all questionnaires from respondents. The participants criticized and commented on the translation of the items. Some items of the LBDQ and PZAI needed to be rewritten for the post-test in order to make the questionnaires more understandable. The post-test was administered to the respondents on May 15, 1980. All questionnaires returned to the researcher within

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<sup>5</sup>Kunz, p. 54.

one week.

The Statistical Package for the Social Science (SPSS)<sup>6</sup> system was used for computing the paired comparison t-test to determine whether there were any differences in response to pre-test/post-test questions. The results of the t-test method are shown in Table I.

TABLE I  
MEANS, STANDARD DEVIATION, DIFFERENCE MEANS, CORRELATION COEFFICIENTS AND THE PAIRED COMPARISON T-TEST FOR PRE-TEST/POST-TEST OF THE PILOT STUDY

Variable	Number of cases	Means	Standard Deviation	Difference Means	Correlation	t	p
PRE IS	20	42.80	5.25	-1.75	0.06	-1.19	n.s.
POST IS		44.55	4.31				
PRE CONS	20	42.50	6.40	-3.50	0.32	-2.36*	.05
POST CONS		46.00	4.68				
PRE PZOA	20	44.30	3.91	-0.30	0.56	-0.35	n.s.
POST PZOA		44.60	4.15				

\*P < .05

Since there was only one slightly significant difference between pre-test/post-test on consideration dimension of the LBDQ at the 0.05 level, the items seemed to be sufficiently reliable for the purpose of the study.

<sup>6</sup>Norman H. Nie and others, Statistical Package for the Social Sciences (SPSS) (New York, 1975), pp. 280-286.

### Procedures for Collection of Data

The questionnaires for the teaching faculty were prepared and consisted of the following materials:

1. A letter from the researcher to the teaching faculty explaining the purpose and procedures of the study.
2. A letter from the Director of the Office of University Affairs indicating his support of the study.
3. A copy of the questionnaires for the teaching faculty.
4. The stamped envelop provided for each faculty to seal his/her answer sheet to be returned to the researcher's data-coordinator in Thailand.

Panida Yensamootre, the researcher's data coordinator in Thailand, prepared the packets of the questionnaires, under the instruction and materials given by the researcher. The data-coordinator started mailing the packets of questionnaires to 230 faculty of five selected Thai universities on March 1, 1981. It was expected that all questionnaires would be returned to the data coordinator not later than April 15, 1981.

The data-coordinator sent the researcher's follow-up letters to all the faculty who did not respond to the questionnaires by April 20, 1981. The latest date for the data-coordinator to receive the returned questionnaires was July 28, 1981. The data-coordinator sent all returned questionnaires to the researcher on August 7, 1981. Of the 230 faculty who were sent instrumentation, 192 voluntarily completed and returned the instrument. This represented a response rate of 83.48%.

### Procedures for Analysis of Data

The analysis of data was done by using the Statistical Package for the Social Science (SPSS) system.<sup>7</sup>

Analysis of variance, correlation, and partial correlation techniques were those statistical methods used to test the hypothesized relations. A one-way analysis was used to test the hypotheses of the study. Hypotheses were accepted if the F ratios for difference between means were statistically significant at the .05 level. In addition, Pearson correlation was used to examine the relationships between Initiating Structure, Consideration, and Professional Zone of Acceptance. Furthermore, partial correlation was used to examine the relationship of each variable (Initiating Structure, Consideration) to professional zone of acceptance while controlling the other. The analysis of data are reported in narrative and tabular forms.

### Summary

Chapter III has provided information concerning the general design, the sample, the instrumentation, procedures for collection of data and procedures for analysis of data. Chapter IV will deal with the analysis of data described in Chapter III. The testing of the hypotheses and the application of the appropriate statistical treatments will be reported in narrative and tabular forms.

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<sup>7</sup>Nie, pp. 281-287, 301-315, 398-430.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

The data collected for this study and the analysis of hypotheses stated in Chapter I are presented in this chapter. The analysis of the data was based on the responses to the research instruments by the sample of 192 faculty at five randomly selected Thai universities. The instrument used to collect the data consisted of three parts: (1) General Background Information, (2) the Leader Behavior Description Questionnaire (LBDQ), and (3) the Professional Zone of Acceptance Inventory (PZAI). Respondents were asked to enter on the demographic data sheet their sex, age, the highest educational degree level, and the total years of teaching experience. Furthermore, they were asked to provide demographic data about the dean which included sex, age, the highest educational degree level, and the total years of experience as a dean. The LBDQ and PZAI forms were used to gather data for the purpose of testing the hypotheses of this study. In addition, the selected demographic information was examined with respect to the faculty's professional zone of acceptance.

#### Testing the Hypotheses

The Statistical Package for the Social Sciences (SPSS) system was employed to analyze the data. Analysis of variance techniques were used to test the hypotheses of this study. Hypotheses were accepted

if the F ratio was statistically significant at the .05 level.

The Leader Behavior Description Questionnaire (LBDQ) was used to determine the faculty's perception of their dean's leadership style. Faculty were asked to respond to statements which described the leadership behavior of their dean. The faculty responses were scored in terms of the two dimensions: Initiating Structure and Consideration of the LBDQ. The maximum score for each dichotomization was 60. The computed mean LBDQ scores on each dimension were used to place the dean into one of four quadrants. The mean score for Initiating Structure was 40.38 with a range from 16 to 55, and the standard deviation was 8.06. The mean score for Consideration was 45.56 with a range from 23 to 60, and the standard deviation was 8.01, respectively. Therefore, when faculty rated deans as being above the mean on each of the dimensions, the deans were considered to be perceived as high or strong on those dimensions while those deans with scores below the means were considered low or weak on those dimensions.

According to faculty responses, 92 faculty perceived their dean as being high on both dimensions (Quadrant I), 13 faculty rated their dean as being weak on Initiating Structure and high on Consideration (Quadrant II), 17 faculty viewed their dean as being strong on Initiating Structure and low on Consideration (Quadrant III), and 70 faculty perceived their dean as being low on both dimensions (Quadrant IV). In addition, the mean scores on the Professional Zone of Acceptance Inventory (PZAI) for Quadrants I to IV are 40.26, 34.92, 32.23 and 29.48, respectively. The data are presented in Figure 2

Mean Score <u>Consideration</u>		Mean Score Initiating Structure
<u>Low</u>	<u>High</u>	
N=17	N=92	
Mean Acceptance = 32.23 SD = 3.68	Mean Acceptance = 40.26 SD = 7.29	
(+IS,-C) Q III	(+IS,+C) Q I	Strong
(-IS,-C) Q IV	(-IS,+C) Q II	Weak
N=70	N=13	
Mean Acceptance = 29.48 SD = 5.82	Mean Acceptance = 34.92 SD = 6.68	

Figure 2. Descriptive Data by Quadrants of the Zone of Acceptance Scores

### Hypothesis 1

Faculty who perceive their dean as being strong on Initiating Structure and showing high Consideration will tend to have the widest professional zone of acceptance.

An analysis of variance was employed to test this hypothesis. Although the mean score on the PZAI for Quadrant I was highest as predicted, the three one-way analyses of variance yielded F ratios of 6.21 for the PZAI score of Quadrants I and II comparison, 19.532 for comparison of Quadrants I and III, and 102.77 for Quadrants I and IV comparison.

In regard to the comparison of Quadrants I and II, an F ratio of 6.21 was not significant with 1 and 103 degrees of freedom at the .05



level. For the Quadrants I and III comparison, with 1 and 107 degrees of freedom, the computed F ratio of 19.532 was significant at the .01 level. Similarly, for the Quadrants I and IV comparison, the F ratio 102.777 was highly significant at the .01 level. The data are reported in Tables II, III, and IV.

TABLE II

ANALYSIS OF VARIANCE DATA FOR THE RELATIONSHIP BETWEEN PROFESSIONAL ZONE OF ACCEPTANCE SCORES OF FACULTY WHO PERCEIVED DEANS AS BEING HIGH ON BOTH INITIATING STRUCTURE AND CONSIDERATION (QUADRANT I) AND THE PROFESSIONAL ZONE OF ACCEPTANCE SCORES OF FACULTY WHO PERCEIVED DEANS AS BEING WEAK ON INITIATING STRUCTURE AND HIGH ON CONSIDERATION (QUADRANT II)

	Quadrant I		Quadrant II	
Sample Size	92		13	
Mean Acceptance	40.26		34.92	
Standard Deviation	7.30		6.69	

Source	SS	df	MS	F
Between Groups	324.55	1	324.55	6.21 (NS)
Within Groups	5382.63	103	52.26	
Total	5707.19	104		

The mean professional zone of acceptance score was highest for Quadrant I, and the direction was as predicted. According to the three one-way analyses of variance of F ratios for testing hypothesis, two of the three corollaries of the first hypothesis in the present study were supported at the .01 level of confidence. Figure 3 shows the relationships with regard to the first hypothesis.

TABLE III

ANALYSIS OF VARIANCE DATA FOR THE RELATIONSHIP BETWEEN PROFESSIONAL ZONE OF ACCEPTANCE SCORES OF FACULTY WHO PERCEIVED DEANS AS BEING HIGH ON BOTH INITIATING STRUCTURE AND CONSIDERATION (QUADRANT I) AND THE PROFESSIONAL ZONE OF ACCEPTANCE SCORES OF FACULTY WHO PERCEIVED DEANS AS BEING STRONG ON INITIATING STRUCTURE AND LOW ON CONSIDERATION (QUADRANT III)

	Quadrant I		Quadrant III	
Sample Size	92		17	
Mean Acceptance	40.26		32.23	
Standard Deviation	7.30		3.68	
Source	SS	df	MS	F
Between Groups	924.19	1	924.19	19.53*
Within Groups	5062.77	107	47.31	
Total	5986.96	108		

\*p < .01

TABLE IV

ANALYSIS OF VARIANCE DATA FOR THE RELATIONSHIP BETWEEN PROFESSIONAL ZONE OF ACCEPTANCE SCORES OF FACULTY WHO PERCEIVED DEANS AS BEING HIGH ON BOTH INITIATING STRUCTURE AND CONSIDERATION (QUADRANT I) AND THE PROFESSIONAL ZONE OF ACCEPTANCE SCORES OF FACULTY WHO PERCEIVED DEANS AS BEING WEAK ON INITIATING STRUCTURE AND LOW ON CONSIDERATION (QUADRANT IV)

	Quadrant I		Quadrant IV	
Sample Size	92		70	
Mean Acceptance	40.26		29.48	
Standard Deviation	7.30		5.82	
Source	SS	df	MS	f
Between Groups	4615.48	1	4615.46	102.78*
Within Groups	7185.19	160	44.91	
Total	11800.66	161		

p < .01

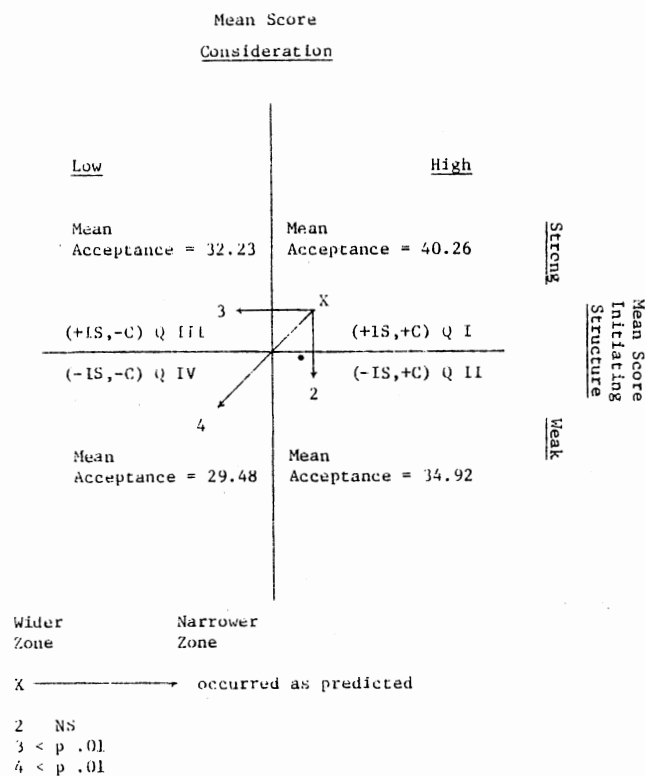


Figure 3. Summary of Significant and Nonsignificant Relationships with Regard to Hypothesis 1

## Hypothesis 2

Faculty who perceive their dean as being weak on Initiating Structure and high on Consideration will tend to have a wider professional zone of acceptance than those who perceive the dean as being strong on Initiating Structure and low on Consideration.

A one-way analysis of variance was performed to test this hypothesis. For the Quadrants II and III comparison, with 1 and 28 degrees of freedom, the computed F ratio was 1.976, which was not significant at the .05 level. The mean professional zone of acceptance

score of Quadrant II was greater than the mean of Quadrant III. Although the direction was as predicted, the second hypothesis was not supported at the .05 level. Therefore, the second hypothesis was rejected. Data related to this test are summarized in Table V. Figure 4 demonstrates the relationships with regard to hypothesis 2.

TABLE V

ANALYSIS OF VARIANCE DATA FOR THE RELATIONSHIP BETWEEN THE PROFESSIONAL ZONE OF ACCEPTANCE SCORES OF FACULTY WHO PERCEIVED DEANS AS BEING WEAK ON INITIATING STRUCTURE AND HIGH ON CONSIDERATION (QUADRANT II) AND THE PROFESSIONAL ZONE OF ACCEPTANCE SCORES OF FACULTY WHO PERCEIVED DEANS AS BEING STRONG ON INITIATING STRUCTURE AND LOW ON CONSIDERATION (QUADRANT III)

	Quadrant II		Quadrant III	
Sample Size	13		17	
Mean Acceptance	34.92		32.23	
Standard Deviation	6.69		3.68	

Source	SS	df	MS	F
Between Groups	53.22	1	53.22	1.98 (NS)
Within Groups	753.98	28	26.93	
Total	807.20	29		

### Hypothesis 3

Faculty who perceive their dean as being weak on Initiating Structure and showing low Consideration will tend to have the narrowest professional zone of acceptance.

Three one-way analyses of variance were performed to test hypothesis 3. For Quadrants IV and I comparison, with 1 and 160 degrees of freedom, the computed F ratio was 102.777, which was highly significant

at the .01 level. Similarly, using 1 and 81 degrees of freedom for the Quadrants IV and II comparison, the computed F ratio was 9.128, which was also significant at the .05 level. For Quadrants IV and III comparison, with 1 and 85 degrees of freedom, the computed F ratio was 3.438, which was not significant at the .05 level. The data relevant to this hypothesis are reported in Tables VI, VII, and VIII.

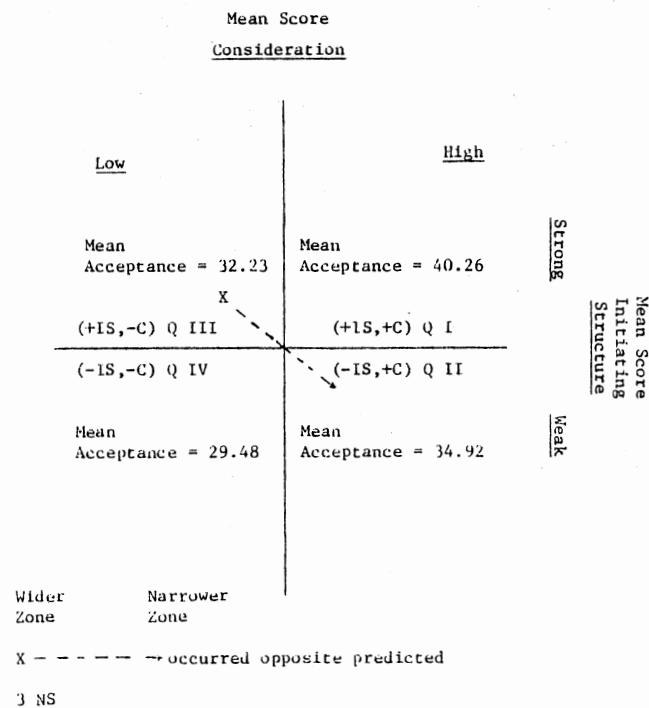


Figure 4. Summary of Significant and Nonsignificant Relationships with Regard to Hypothesis 2

The mean professional zone of acceptance score was lowest for Quadrant IV, and the direction was totally as predicted. According to

three one-way analyses of variance of F ratios for testing the hypothesis, two of the three corollaries of the third hypothesis were significant at the .05 level. Therefore, the third hypothesis was supported at the .05 level of confidence. Figure 5 presents the relationships with regard to the third hypothesis.

TABLE VI

ANALYSIS OF VARIANCE DATA FOR THE RELATIONSHIP BETWEEN PROFESSIONAL ZONE OF ACCEPTANCE SCORES OF FACULTY WHO PERCEIVED DEANS AS BEING LOW ON BOTH INITIATING STRUCTURE AND CONSIDERATION (QUADRANT IV) AND THE PROFESSIONAL ZONE OF ACCEPTANCE SCORES OF FACULTY WHO PERCEIVED DEANS AS BEING HIGH ON BOTH INITIATING STRUCTURE AND CONSIDERATION (QUADRANT I)

	Quadrant IV		Quadrant I	
Sample Size	70		92	
Mean Acceptance	29.48		40.26	
Standard Deviation	5.82		7.30	
Source	SS	df	MS	F
Between Groups	4615.47	1	4615.46	102.78*
Within Groups	7185.19	160	44.91	
Total	11800.66	161		

\*p < .01

In addition to the above analyses, the relationship between professional zone of acceptance and a number of demographic variables of faculty was explored by using analysis of variance procedures. Significant differences were not found to exist between professional zone of acceptance and sex, age, level of education, and total years of teaching experience of faculty. Therefore, professional zone of acceptance of faculty was not related to sex, age, level of education,

and total years of teaching experience. The data are reported in Table IX.

TABLE VII

ANALYSIS OF VARIANCE DATA FOR THE RELATIONSHIP BETWEEN PROFESSIONAL ZONE OF ACCEPTANCE SCORES OF FACULTY WHO PERCEIVED DEANS AS BEING LOW ON BOTH INITIATING STRUCTURE AND CONSIDERATION (QUADRANT IV) AND THE PROFESSIONAL ZONE OF ACCEPTANCE SCORES OF FACULTY WHO PERCEIVED DEANS AS BEING WEAK ON INITIATING STRUCTURE AND HIGH ON CONSIDERATION (QUADRANT II)

	Quadrant IV		Quadrant II	
Sample Size	70		13	
Mean Acceptance	29.48		34.92	
Standard Deviation	5.82		3.68	
Source	SS	df	MS	F
Between Groups	324.13	1	324.14	9.13*
Within Groups	2876.40	81	35.51	
Total	3200.54	82		

\*p < .05

TABLE VIII

ANALYSIS OF VARIANCE DATA FOR THE RELATIONSHIP BETWEEN PROFESSIONAL ZONE OF ACCEPTANCE SCORES OF FACULTY WHO PERCEIVED DEANS AS BEING LOW ON BOTH INITIATING STRUCTURE AND CONSIDERATION (QUADRANT IV) AND THE PROFESSIONAL ZONE OF ACCEPTANCE SCORES OF FACULTY WHO PERCEIVED DEANS AS BEING STRONG ON BOTH INITIATING STRUCTURE AND LOW ON CONSIDERATION (QUADRANT III)

	Quadrant IV		Quadrant III	
Sample Size	70		17	
Mean Acceptance	29.48		32.23	
Standard Deviation	5.82		3.68	
Source	SS	df	MS	F
Between Groups	103.41	1	103.41	3.44 (NS)
Within Groups	2556.54	85	30.08	
Total	2659.94	86		

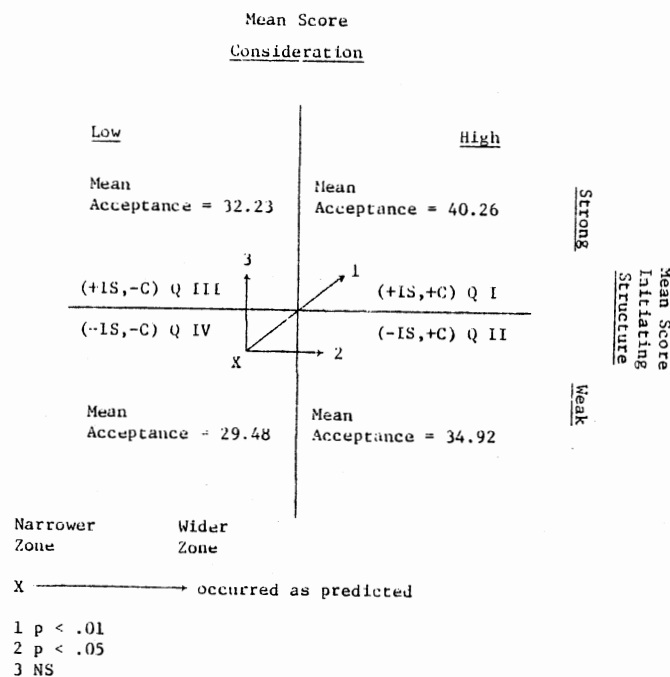


Figure 5. Summary of Significant and Non-significant Relationships with Regard to Hypothesis 3

TABLE IX

ANALYSIS OF VARIANCE DATA FOR RELATIONSHIPS BETWEEN THE PROFESSIONAL ZONE OF ACCEPTANCE AND VARIABLES REPRESENTING THE FACULTY: SEX, AGE, LEVEL OF EDUCATION AND YEARS OF TEACHING EXPERIENCE

Area	Number of Faculty	Mean of Zone of Acceptance	SD	F	p
<u>Sex</u>					
Male	85	34.98	7.94	.18	(NS)
Female	107	35.49	8.37		
<u>Age</u>					
25-34 years	85	35.03	8.29	.27	(NS)
35-44 years	80	35.59	7.36		
45-50 years	16	36.00	10.44		
over 50 years	11	33.54	10.34		
<u>Level of Education</u>					
Bachelor Degree	22	37.86	8.59	2.23	(NS)
Master's Degree	136	33.35	8.14		
Doctoral Degree	34	33.20	7.67		
<u>Years of Teaching Experience</u>					
Less than 5 years	51	35.74	8.91	2.18	(NS)
5-10 years	91	34.55	7.62		
11-15 years	31	38.00	7.96		
16-20 years	11	35.45	7.41		
Over 20 years	8	29.37	8.58		



Finally, the analyses of variance procedures were performed to examine the relationships between professional zone of acceptance of faculty and the demographic data of deans. The most significant differences were found to exist between the faculty's professional zone of acceptance and sex, age, level of education, and total years of experience of the deans. Therefore, professional zone of acceptance of the faculty was related to sex, age, level of education and years of experience of the deans. The data are summarized in Table X.

TABLE X  
ANALYSIS OF VARIANCE DATA FOR RELATIONSHIPS BETWEEN THE PROFESSIONAL ZONE OF ACCEPTANCE AND  
VARIABLES REPRESENTING THE DEANS: SEX, AGE, LEVEL OF EDUCATION AND YEARS OF EXPERIENCE

Area	Number of Deans	Number of Faculty	Mean	SD	F	P
<u>Sex</u>						
Male	4	154	36.15	8.16	9.79	.05
Female	1	38	31.63	7.17		
<hr/>						
<u>Age</u>						
41-50 years	3	112	32.66	6.13	31.63	.01
Over 50 years	2	80	38.90	9.23		
<hr/>						
<u>Level of Education</u>						
Master's Degree	1	40	30.47	6.22	18.99	.01
Doctoral Degree	4	152	36.52	8.16		
<hr/>						
<u>Years of Experience</u>						
Less than 5 years	2	75	31.36	6.31	32.76	.01
5-10 years	3	117	37.76	8.26		

### Summary

The findings of the present study have been presented in Chapter IV.

The first hypothesis of the study was supported at .01 level of confidence. The second hypothesis was rejected at the .05 level of significance. The third hypothesis was supported at .05 level of significance. Furthermore, significant differences were not found to exist between the faculty's professional zone of acceptance and sex, age, level of education and total years of teaching experience of the faculty. On the other hand, the significant differences were found to exist between the faculty's professional zone of acceptance and sex, age, level of education and total years of experience of the deans.

Chapter V will continue with the summary, discussion, conclusions, and recommendations of the present study.

## CHAPTER V

### SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a summary of the procedures used in this study, a summary of the findings from the preceding chapter, discussion, and the conclusions of this study. Recommendations for further study are also made.

#### Summary of the Study

The purpose of the study was to examine the relationships between the faculty's perceptions of their dean's leadership style and their own professional zone of acceptance. The sample for the study was drawn from faculty at five randomly selected Thai universities. The total of 192 faculty participated in this study. The instrument was composed of a faculty's general background information, the Leader Behavior Description Questionnaire (LBDQ), and the Professional Zone of Acceptance Inventory (PZAI). The LBDQ and PZAI were translated from English to Thai to be more convenient for the Thai faculty who responded to these questionnaires. In addition, the translation made the study more meaningful because the Thai version was more understandable than English to Thai faculty.

The analysis of data was done by using the Statistical Package for the Social Science (SPSS) system. Analysis of variance, correlation,

and partial correlation were those statistical methods used to test the hypotheses of the study. Hypotheses were accepted at the .05 level of significance.

#### Summary of the Findings

Three major hypotheses of this study were tested.

Hypothesis 1: Faculty who perceive their dean as being strong on Initiating Structure and showing high Consideration will tend to have the widest professional zone of acceptance.

The findings of the first hypothesis are summarized as follows:

1. The mean professional zone of acceptance score of faculty who perceived their dean as being high on both Initiating Structure and Consideration was highest.
2. There was no significant difference between the mean acceptance scores of faculty who perceived their dean as being high on both dimensions and the mean acceptance scores of faculty who perceived their dean as being low on Initiating Structure but showing high Consideration. Although no significant difference was found, the direction was as predicted.
3. There was a significant difference between the mean acceptance scores of faculty who perceived their dean as being high on both dimensions and the mean acceptance scores of faculty who perceived their dean as being strong on Initiating Structure and low on Consideration ( $p < .01$ ). In addition, the direction was as predicted.
4. Similarly, there was highly significant difference between mean acceptance scores of faculty who perceived their dean as being

high on both dimensions and the mean acceptance scores of faculty who perceived their dean as being low on both dimensions ( $p < .01$ ).

The first hypothesis was accepted because two of the three corollaries of this hypothesis were supported at the .01 level of significance.

Hypothesis 2: Faculty who perceive their dean as being weak on Initiating Structure and high on Consideration will tend to have a wider professional zone of acceptance than those who perceive the dean as being strong on Initiating Structure and low on Consideration.

No significant difference was found between the mean acceptance scores of faculty who perceived their dean as being weak on Initiating Structure and high on Consideration and the mean acceptance scores of faculty who perceived their dean as showing strong on Initiating Structure and low on Consideration. This hypothesis was not supported at the .05 level of significance. Therefore, the second hypothesis was rejected.

Hypothesis 3: Faculty who perceive their dean as being weak on Initiating Structure and showing low Consideration will tend to have the narrowest professional zone of acceptance.

The findings of the third hypothesis are summarized as follows:

1. The mean professional zone of acceptance score of faculty who perceived their dean as being low on both dimensions were lowest.

2. The highly significant difference was found at the .01 level of confidence between the mean acceptance scores of faculty who perceived their dean as being low on both dimensions and the mean

acceptance scores of faculty who perceived their dean as being high on both dimensions.

3. Similarly, the significant difference was found at the .05 level between the mean acceptance scores of faculty who perceived their dean as being low on both dimensions and the mean acceptance scores of faculty who perceived their dean as being weak on Initiating Structure and high on Consideration.

4. There was no significant difference at the .05 level of confidence between the mean acceptance scores of faculty who perceived their dean as being low on both dimensions and the mean acceptance scores of faculty who perceived their dean as being strong on Initiating Structure and low on Consideration.

As with the first hypothesis, the third hypothesis was accepted because two of the three corollaries of this hypothesis were supported at the .05 level of confidence.

Additional findings relevant of the study are summarized as follows:

1. There were no significant relationship between the faculty's professional zone of acceptance with regard to the following variables: sex, age, level of education, and total years of teaching experience.

2. The dean's sex, age, level of education and total years of experience were significantly related to the faculty's professional zone of acceptance.

3. The faculty who worked with the male deans had a broader professional zone of acceptance than the faculty who worked with a female dean.

4. The faculty who worked with the older deans had more acceptance of the deans' directives than the faculty who worked with the younger deans.

5. The faculty working with deans who held a doctoral degree had a larger professional zone of acceptance than the faculty working with a dean who held a master's degree.

6. The faculty working with deans who had 5-10 years of experience had a wider professional zone of acceptance than the faculty working with deans who had less than five years of experience.

### Discussion

Since the second hypothesis was not accepted, the finding raises an interesting question. Is Initiating Structure a significantly more influential variable with regard to the professional zone of acceptance than Consideration? In order to explore this question, the coefficient of correlation were computed among Initiating Structure, Consideration, and professional zone of acceptance. The computation revealed that both Initiating Structure and Consideration were significantly related to the professional zone of acceptance ( $r = .68$  and  $r = .60$ , respectively,  $p < .01$ ). In addition, Initiating Structure and Consideration were strongly and significantly correlated ( $r = .79$ ,  $p < .01$ ).

Although Initiating Structure and Consideration were so strongly correlated, the partial correlations were used to examine the relationship of each variable to professional zone of acceptance while controlling for the other.

The computation revealed that Initiating Structure was significantly related to professional zone of acceptance ( $r = .42$ ,  $p < .01$ )

when Consideration was controlled. However, Consideration was not significantly correlated with the professional zone of acceptance when Initiating Structure was controlled ( $r = .15$ , n.s.). Therefore, it was found that Initiating Structure was a significantly more influential variable with regard to the professional zone of acceptance than Consideration.

### Conclusions

The faculty's professional zone of acceptance is indeed related to the deans' perceived leadership style. The strong relationship of Initiating Structure and the weak relationship of Consideration with the professional zone of acceptance of faculty is important. The dean who hesitates to initiate structure in his/her leadership behavior appears to be at a distinct disadvantage in moving a university forward even if he/she is considerate. Halpin Stated to the point:

. . . an effective leader can Initiate Structure without sacrificing Consideration. Yet we repeatedly encounter superintendents who fear to take a stand, who hesitate to Initiating Structure, lest they be accused of being antidemocratic. This is nonsense, for the superintendents who adopt this attitude lose the respect of their staffs; teachers can quickly spot the phony who tries to hide his ineptness in the soggy oatmeal of a pseudo group process.<sup>1</sup>

Although Halpin referred to the superintendent, the same statement applies well to the dean in the present study.

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<sup>1</sup>Andrew W. Halpin, "The Superintendent's Effectiveness as a Leader," Administrator's Notebook, Vol. 7, No. 2 (October, 1958), pp. 2-3.



### Recommendations

As a result of the present study the following recommendations are suggested:

1. To improve the effectiveness of the institutions, universities should utilize the findings of the study in supervising deans, in planning change within the institution, in reassigning duties, in filling vacancies, and in encouraging leadership behaviors which contribute to effective institutional goal attainment.
2. Universities should review the position descriptions of the dean to be sure that they include specific task statements in order to guide in selecting the right person for the job.
3. Universities should encourage the dean who holds a master's degree to further professional competence by pursuing the advanced degree.
4. Appointment of the dean should not necessarily be based upon the sex of the candidate because there is a low percentage of the female deans in Thai universities as compared with male deans.
5. To improve and increase their effectiveness, the deans should develop a more active role in directing group activities through planning, assigning tasks, communicating information, scheduling, trying out new ideas and establishing ways of getting the job done to achieve institutional goals.

### Recommendations for Further Study

Recommendations for further study include:

1. Since the number of faculty involved in the present study was

small, a replication of this study with a larger sample utilizing the same methodology should be accomplished in order to have a higher degree of generalizability and to verify the findings.

2. Since the present study was confined to the government universities, further study should be conducted in private universities to determine how faculty perceive the dean's leadership style and their professional zone of acceptance. Such a study would provide information regarding whether there are any significant differences in responses between the government universities and the private universities.

3. A similar study should be conducted in elementary and secondary schools to examine the relationship between the perceived leadership style of principals and the professional zone of acceptance of teachers. Such a study would reveal whether there are any significant differences in responses between the elementary and secondary teachers.

4. Additional research should be conducted to compare perceptions of "real" and "ideal" leadership styles of the dean and to relate the findings to the professional zone of acceptance. Two instruments should be employed to measure the dean's leadership style, the LBDQ-Real and the LBDQ-Ideal. The study would determine if there are any significant differences in responses among the faculty and the deans concerning their perceptions and expectations of the deans' leadership style as it is related to the professional zone of acceptance.

5. Further research should be conducted to determine how faculty, department chairmen, and deans perceive the department chairmen's leadership style as it is related to the professional zone of acceptance. The study would provide information regarding whether there

are any significant differences in responses among the faculty, the department chairmen, and/or the deans.

6. A replication of this study using different predictor variables - such as organization climate and job satisfaction instead of leadership style - should be accomplished. Such studies would seek to answer the following questions: Is the professional zone of acceptance wider in universities in which the organization climate is open or closed? And to what extent is faculty satisfaction related to the width of the professional zone of acceptance.

7. A replication of this study using different leadership instruments such as the Least Preferred Co-Worker Scale (LPC) might be made. This sort of study would serve to validate the findings further.

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## APPENDICES

## APPENDIX A

### PERMISSION LETTER TO USE THE PZAI FORM



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE  
OFFICE OF EDUCATION  
WASHINGTON D.C. 20212

Ms. Sompis Hongham  
308 Drummond Hall  
Oklahoma State University  
Stillwater  
Oklahoma 74074

November 14, 1979

Dear Mr. Hongham:

I am pleased that you have found my study useful and am totally willing to have you translate the questionnaire into the Thai language and then to use it in any manner that you wish.

Once your work is done please send me a copy of the instrument in Thai and an English copy of any papers that mention its use.

As you will note by the attachment, I have refined the original thirty item instrument to fifteen items without loss of either reliability or validity. I suggest that you use the shortened version.

Should you need to contact me between now and August 15, 1980 please send your correspondence to:

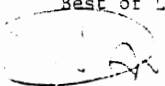
Dan Kunz  
4123B South Four Mile Run Drive  
Arlington, Virginia 22204

The reason for this is that I am temporarily working for the U.S. Office of Education. After August 15, 1980 you may reach me at:

Dan Kunz  
Mt. Horeb Park  
Oak Ave., RD 2  
Warren, N.J. 07060

Should you be in Washington during the year please do not hesitate to call me to discuss the instrument or your study: Home = 703-892-8570, Office = 202-472-3791.

Best of Luck,

  
Dan Kunz

## APPENDIX B

### DATA COLLECTION INSTRUMENT (ENGLISH VERSION)

## THE FACULTY'S QUESTIONNAIRE

## PART I

## General Background Information

Direction: For each of the following questions select the most appropriate answer. Put a mark, X, in the space in front of your selection.

1. Name of Institution \_\_\_\_\_
- ✓ 2. Your Position or Title \_\_\_\_\_
- ✓ 3. Sex:     \_\_\_\_\_ Male  
              \_\_\_\_\_ Female
- ✓ 4. Age:     \_\_\_\_\_ Under 25 years  
              \_\_\_\_\_ 25-34 years  
              \_\_\_\_\_ 35-44 years  
              \_\_\_\_\_ 45-50 years  
              \_\_\_\_\_ Over 50 years
- ✓ 5. The Highest Level of Educational Background:  
      \_\_\_\_\_ Baccalaureate  
      \_\_\_\_\_ Specialist's Certificate (one year beyond Bachelor's degree)  
      \_\_\_\_\_ Master's Degree  
      \_\_\_\_\_ Specialist's Degree (above Master's degree)  
      \_\_\_\_\_ Doctoral Degree  
      \_\_\_\_\_ Other (specify) \_\_\_\_\_

✓ 6. Total Number of Years Teaching Experience (Include the Present Year)

\_\_\_\_\_ Less than 5 years

\_\_\_\_\_ 5-10 years

\_\_\_\_\_ 11-15 years

\_\_\_\_\_ 16-20 years

\_\_\_\_\_ Over 20 years

7. Sex of Your Dean

\_\_\_\_\_ Male

\_\_\_\_\_ Female

8. Age of Your Dean

\_\_\_\_\_ Under 30 years

\_\_\_\_\_ 31-40 years

\_\_\_\_\_ 41-50 years

\_\_\_\_\_ Over 50 years

9. The Highest Level of Dean's Educational Background

\_\_\_\_\_ Baccalaureate

\_\_\_\_\_ Specialist's Certificate (one year beyond Bachelor's degree)

\_\_\_\_\_ Master's Degree

\_\_\_\_\_ Specialist's Degree (above Master's degree)

\_\_\_\_\_ Doctoral Degree

\_\_\_\_\_ Other (specify) \_\_\_\_\_

10. Total Number of Years as Dean (include this year)

\_\_\_\_\_ Less than 5 years

\_\_\_\_\_ 5-10 years

\_\_\_\_\_ 11-15 years

\_\_\_\_\_ Over 15 years

## PART II

## THE LBDQ FORM

Directions:

- a. READ each item carefully.
- b. THINK about how frequently the leader engages in the behavior described by the item.
- c. DECIDE whether he/she A) always, B) often, C) occasionally, D) seldom, or E) never acts as described by the item.
- d. FILL IN the area between the slash marks beneath the appropriate response.
- e. ANSWER ALL QUESTIONS in a manner you feel most accurately describes the frequency of your dean's behavior.

A = ALWAYS    B = OFTEN    C = OCCASIONALLY    D = SELDOM    E = NEVER

## YOUR DEAN:

MY DEAN ACTS AS DESCRIBED  
BY THE ITEM

	A	B	C	D	E
1. He makes his attitude clear to the faculty.	/ /	/ /	/ /	/ /	/ /
2. He tries out his new ideas with the faculty.	/ /	/ /	/ /	/ /	/ /
3. He rules with an iron hand.	/ /	/ /	/ /	/ /	/ /
4. He criticizes poor work.	/ /	/ /	/ /	/ /	/ /
5. He speaks in a manner not to be questioned.	/ /	/ /	/ /	/ /	/ /
6. He assigns faculty members to particular tasks.	/ /	/ /	/ /	/ /	/ /
7. He works without a plan.*	/ /	/ /	/ /	/ /	/ /
8. He maintains definite standards of performance.	/ /	/ /	/ /	/ /	/ /
9. He emphasizes the meeting of deadlines.	/ /	/ /	/ /	/ /	/ /
10. He encourages the use of uniform procedures.	/ /	/ /	/ /	/ /	/ /
11. He makes sure that his part in the organization is understood by all faculty.	/ /	/ /	/ /	/ /	/ /
12. He asks that faculty members follow standard rules and regulations.	/ /	/ /	/ /	/ /	/ /

	A	B	C	D	E
13. He lets faculty members know what is expected of them.	/ /	/ /	/ /	/ /	/ /
14. He sees to it that faculty members are working up to capacity.	/ /	/ /	/ /	/ /	/ /
15. He sees to it that work of faculty members is coordinated.	/ /	/ /	/ /	/ /	/ /
16. He does personal favors for faculty members.	/ /	/ /	/ /	/ /	/ /
17. He does little things to make it pleasant to be a member of the faculty.	/ /	/ /	/ /	/ /	/ /
18. He is easy to understand.	/ /	/ /	/ /	/ /	/ /
19. He finds time to listen to faculty members.	/ /	/ /	/ /	/ /	/ /
20. He keeps to himself.*	/ /	/ /	/ /	/ /	/ /
21. He looks out for the personal welfare of individual faculty members.	/ /	/ /	/ /	/ /	/ /
22. He refuses to explain his actions.*	/ /	/ /	/ /	/ /	/ /
23. He acts without consulting the faculty.*	/ /	/ /	/ /	/ /	/ /
24. He is slow to accept new ideas.*	/ /	/ /	/ /	/ /	/ /
25. He treats all faculty members as his equals.	/ /	/ /	/ /	/ /	/ /
26. He is willing to make changes.	/ /	/ /	/ /	/ /	/ /
27. He is friendly and approachable.	/ /	/ /	/ /	/ /	/ /
28. He makes faculty members feel at ease when talking with them.	/ /	/ /	/ /	/ /	/ /
29. He puts suggestions made by the staff into operation.	/ /	/ /	/ /	/ /	/ /
30. He gets faculty approval on important matters before going ahead.	/ /	/ /	/ /	/ /	/ /

---

\*Scored Negatively



## PART III

## THE PZAI FORM

Directions:

- a. READ each item carefully.
- b. THINK about how frequently you would comply with a decision in the area described.
- c. DECIDE whether you would comply A) ALWAYS, B) OFTEN, C) OCCASIONALLY, D) SELDOM, or E) NEVER.
- d. FILL IN the area between the slash marks beneath the appropriate response.
- e. ANSWER ALL QUESTIONS in a manner you feel most accurately describes your probable behavior.

A = ALWAYS    B = OFTEN    C = OCCASIONALLY    D = SELDOM    E = NEVER

YOUR DEAN HAS MADE A SPECIFIC POLICY  
DECISION WITHIN EACH OF THE FOLLOWING  
AREAS:

I WOULD COMPLY WITH THE  
DECISION:

	A	B	C	D	E
1. The change and modification of existing curricula.	/ /	/ /	/ /	/ /	/ /
2. The evaluation of success of the instructional program.	/ /	/ /	/ /	/ /	/ /
3. The methods of conducting parent conferences.	/ /	/ /	/ /	/ /	/ /
4. The selection of supplies and equipment related to specific course work.	/ /	/ /	/ /	/ /	/ /
5. The methods to be used to discipline students in a classroom.	/ /	/ /	/ /	/ /	/ /
6. The evaluation of the success of individual subject areas.	/ /	/ /	/ /	/ /	/ /
7. The degree of student proficiency needed to pass each grade and subject.	/ /	/ /	/ /	/ /	/ /
8. The determination of time allotments for remedial help.	/ /	/ /	/ /	/ /	/ /
9. The grouping of students for classes.	/ /	/ /	/ /	/ /	/ /
10. The determination of specific course content.	/ /	/ /	/ /	/ /	/ /
11. The evaluation of the success of the curriculum.	/ /	/ /	/ /	/ /	/ /

	A	B	C	D	E
12. The implementation of new curriculum offerings.	/ /	/ /	/ /	/ /	/ /
13. The methods to be used for evaluation of pupil progress.	/ /	/ /	/ /	/ /	/ /
14. The rules governing desirable methods and techniques within the classroom.	/ /	/ /	/ /	/ /	/ /
15. The nature and extent of in-service educational requirements.	/ /	/ /	/ /	/ /	/ /

APPENDIX C

LETTER TO RESPONDENTS (THAI VERSION)



*Oklahoma State University*

DEPARTMENT OF EDUCATIONAL ADMINISTRATION  
AND HIGHER EDUCATION

STILLWATER, OKLAHOMA 74078  
309 GUNDERSEN HALL  
(405) 624-7244

พฤษภาคม 2524

เรื่อง ขอความอนุเคราะห์ขอแบบสอบถามเพื่อทำการวิจัย เรื่อง "THE RELATIONSHIP  
BETWEEN DEAN'S LEADERSHIP STYLE AND FACULTY'S PROFESSIONAL ZONE OF  
ACCEPTANCE AS PERCEIVED BY TEACHING FACULTY AT SELECTED THAI  
UNIVERSITIES"

เรียน ท่านคณบดี, หัวหน้าภาควิชา และคณาจารย์

ข้าพเจ้า น.ส.สมทิธ ไชงาม ข้าราชการสังกัด มหาวิทยาลัยรามคำแหง ขณะนี้  
กำลังศึกษาวิชา Higher Education (Administration) ชั้นปริญญาเอก ณ  
Oklahoma State University สหรัฐอเมริกา ข้าพเจ้ามีความประสงค์จะทำการวิจัย  
เกี่ยวกับพฤติกรรมทางบริหาร ระคนคณบดีคณบดีนั้น จึงได้ส่งแบบสอบถาม Leader Behavior  
Description Questionnaire (LBDQ) และ Professional Zone of Acceptance  
Inventory (PZAI) มาให้ท่านกรุณารวบรวม ข้าพเจ้าขอรับรองว่า ข้อมูลในการวิจัยครั้งนี้จะไม่  
ถูกเผยแพร่เพื่อมิให้ท่านไม่ทราบใด ๆ ทั้งสิ้น

จึงเรียนมาเพื่อโปรดกรุณาช่วยเหลือการวิจัยครั้งนี้ และขอขอบพระคุณล่วงหน้ามา  
ณ โอกาสนี้ด้วย.

ขอแสดงความนับถืออย่างสูง

(น.ส.สมทิธ ไชงาม)

## APPENDIX D

### DATA COLLECTION INSTRUMENT (THAI VERSION)

แบบสอบถาม ก.

(แบบสอบถามคณบดี, หัวหน้าภาควิชา และคณาจารย์)

คำแนะนำ แบบสอบถามชุดนี้เป็นแบบสอบถามที่เกี่ยวกับตัวท่าน ซึ่งแต่ละคำถามต่อไปนี้ขอให้ท่านได้โปรดทำเครื่องหมายกากบาท (X) ลงในช่องว่างหน้าคำตอบที่ท่านคิดว่าถูกต้องและเหมาะสมที่สุด

๑. ชื่อมหาวิทยาลัย.....
๒. ตำแหน่งหน้าที่.....
๓. เพศ
  - .....ชาย
  - .....หญิง
๔. อายุ
  - .....ต่ำกว่า ๒๕ ปี
  - .....๒๕-๓๔ ปี
  - .....๓๕-๔๔ ปี
  - .....๔๕-๕๐ ปี
  - .....มากกว่า ๕๐ ปี
๕. ระดับการศึกษาสูงสุด
  - .....ปริญญาตรี
  - .....ประกาศนียบัตรวิชาชีพเฉพาะ (๑ ปีหลังปริญญาตรี)
  - .....ปริญญาโท
  - .....ปริญญาบัตรวิชาชีพเฉพาะ (๓๐ หน่วยกิตหลังปริญญาโท)
  - .....ปริญญาเอก
  - .....อื่น ๆ (ถ้ามี).....

- ๒ -

## ๖. ท่านมีประสบการณ์ในการสอนมหาวิทยาลัยมาแล้ว

- .....น้อยกว่า ๕ ปี
- .....๕-๑๐ ปี
- .....๑๑-๑๕ ปี
- .....๑๖-๒๐ ปี
- .....มากกว่า ๒๐ ปี

## ๗. คุณเป็น

- .....ชาย
- .....หญิง

## ๘. อายุของคุณ (โดยประมาณ)

- .....ต่ำกว่า ๓๐ ปี
- .....๓๑-๔๐ ปี
- .....๔๑-๕๐ ปี
- .....มากกว่า ๕๐ ปี

## ๙. ระดับการศึกษาสูงสุดของคุณ

- .....ปริญญาตรี
- .....ประกาศนียบัตรวิชาชีพ (๑ ปีหลังปริญญาตรี)
- .....ปริญญาโท
- .....ปริญญาบัตรวิชาชีพ (๓๐ หน่วยกิตหลังปริญญาโท)
- .....ปริญญาเอก
- .....อื่น ๆ (ถ้ามี).....

- ๓ -

๑๐. คณบดีมีประสบการณ์ในการบริหาร (เฉพาะคณบดี)

.....น้อยกว่า ๔ ปี

.....๔-๘ ปี

.....๘-๑๒ ปี

.....มากกว่า ๑๒ ปี



- ๘ -

## แบบสอบถาม ข.

## แบบสอบถามการปฏิบัติงานในหน้าที่ของคณบดี (THE LBDQ FORM)

## ข้อเสนอแนะในการกรอกแบบสอบถาม

๑. กรุณาอ่านแบบสอบถามแต่ละข้ออย่างละเอียด
๒. พิจารณาอย่างรอบคอบ ถึงการปฏิบัติงานในหน้าที่ของคณบดีเท่าที่เคยเป็นมาตามแบบสอบถามแต่ละข้อ
๓. พิจารณาจากคณบดีคนเก่าในกรณีที่มีการเปลี่ยนคณบดีใหม่
๔. แบบสอบถามแต่ละข้อ โปรดให้ความเห็นว่า คณบดีมีพฤติกรรมแบบใดบ่อยที่สุด หรือตลอดเวลา, ค่อนข้างบ่อยหรือเกือบตลอดเวลา, เป็นบางครั้งบางคราว, เกิดขึ้นเป็นส่วนน้อย, เกิดขึ้นน้อยที่สุด หรือไม่เกิดขึ้นเลย
๕. กรุณาทำเครื่องหมาย ✓ ลงในช่องว่างเพียงช่องเดียวที่ท่านเห็นว่ามีความเห็นสอดคล้องกับข้อความแต่ละข้อ (เลือกคำตอบที่ท่านเห็นว่าดีที่สุดเพียงคำตอบเดียว)
  - ก. หมายถึง บ่อยที่สุด หรือตลอดเวลา
  - ข. หมายถึง ค่อนข้างบ่อย หรือเกือบตลอดเวลา
  - ค. หมายถึง เป็นบางครั้งบางคราว
  - ง. หมายถึง เกิดขึ้นเป็นส่วนน้อย
  - จ. หมายถึง เกิดขึ้นน้อยที่สุด หรือไม่เกิดขึ้นเลย

ข้อที่	คณบดีได้ปฏิบัติงานดังต่อไปนี้มากน้อยเพียงใด	ระดับความถี่ของพฤติกรรม				
		ก	ข	ค	ง	จ
๑	คณบดีแสดงให้เห็นถึงอาจารย์เข้าใจในทัศนคติของคณบดีอย่างชัดเจน					
๒	คณบดีนำความคิดใหม่ ๆ ไปหารือกับอาจารย์					
๓	คณบดีปกครองดูแลงานด้วยมาตรการเฉียบขาด					
๔	คณบดีพิจารณาผลงานที่มีคุณภาพต่ำ					
๕	คณบดีเป็นผู้นำที่อาจารย์เข้าใจได้ง่าย					
๖	คณบดีมอบหมายงานให้อาจารย์ทำตามความถนัด และความสามารถของอาจารย์					

- ๕ -

กเวลา

เกือบตลอดเวลา

ราว

ย

หรือไม่เกิดขึ้นเลย

นี้มากน้อยเพียงใด

ระดับความถี่ของพฤติกรรม

ก

ข

ค

ง

จ

น  
แน่นอนแจ่มแจ้ง

- ๕ คณบดีเห็นความสำคัญของการทำงานให้ทันตามกำหนดเวลา
- ๙๐ คณบดีกำหนดระเบียบและแบบอย่างให้คณาจารย์ปฏิบัติตาม
- ๙๑ คณบดีแจ้งให้คณาจารย์เข้าใจบทบาทของคณาจารย์แต่ละคนในหน่วยงาน
- ๑๒ คณบดีขอร้องให้คณาจารย์ปฏิบัติตามกฎและข้อบังคับต่าง ๆ
- ๑๓ คณบดีแจ้งให้คณาจารย์ได้ทราบว่า คณาจารย์แต่ละคนจะต้องทำอะไรและอย่างไร
- ๑๔ คณบดีคอยเอาใจใส่ดูแลคณาจารย์ให้ทำงานอย่างเต็มกำลังความสามารถ
- ๑๕ คณบดีเอาใจใส่ดูแลให้คณาจารย์มีการประสานงานกันอย่างใกล้ชิด
- ๑๖ คณบดีให้ความช่วยเหลือแก่คณาจารย์เป็นอย่างดี
- ๑๗ คณบดีกระทำสิ่งเล็กน้อยๆ ให้กับคณาจารย์เพื่อเป็นกำลังใจในการทำงาน
- ๑๘ คณบดีประพฤติตนเป็นคนเปิดเผยเข้าใจง่าย

- ๖ -

- ก. หมายถึง บ่อยที่สุดหรือตลอดเวลา  
 ข. หมายถึง ค่อนข้างบ่อย หรือเกือบตลอดเวลา  
 ค. หมายถึง เป็นบางครั้งบางคราว  
 ง. หมายถึง เกิดขึ้นเป็นส่วนน้อย  
 จ. หมายถึง เกิดขึ้นน้อยที่สุด หรือไม่เกิดขึ้นเลย

ข้อที่	คุณบัติใ้ปฏิบัติสิ่งต่อไปนี้มากน้อยเพียงใด	ระดับความถี่ของพฤติกรรม				
		ก	ข	ค	ง	จ
๑๙	คุณบัติหาโอกาสฟังความคิดเห็นจากคณาจารย์					
๒๐	คุณบัติหลีกเลี่ยงการคบหาสมาคมกับคณาจารย์					
๒๑	คุณบัติดูแลเอาใจใส่เรื่องสวัสดิการของคณาจารย์แต่ละคน					
๒๒	คุณบัติปฏิเสธที่จะอธิบายถึงการปฏิบัติงานของตน					
X ๒๓	คุณบัติปฏิบัติงานโดยไม่ปรึกษาอาจารย์					
X ๒๔	คุณบัติเป็นบุคคลที่ไม่กระตือรือร้นกับแนวคิดใหม่ ๆ					
X ๒๕	คุณบัติปฏิบัติต่อคณาจารย์ทุกคนอย่างเพื่อนร่วมงาน					
๒๖	คุณบัติยินดีที่จะให้มีการปรับปรุงเปลี่ยนแปลงในหน่วยงาน					
๒๗	คุณบัติมีอิสระอาศัยและไม่ถือตัว					
A ๒๘	คุณบัติทำให้คณาจารย์เกิดความรู้สึกเป็นกันเอง และ สะดวกใจที่จะสนทนาด้วย					
๒๙	คุณบัตินำเสนอแนะของคณาจารย์ที่ยอมรับแล้วไป ปฏิบัติอย่างจริงจัง					
๓๐	คุณบัติขอความเห็นชอบจากคณาจารย์ในเรื่องที่สำคัญ ๆ ก่อนที่จะดำเนินการต่อไป					

- ๘ -

แบบสอบถาม ค.แบบสอบถาม คณะจารย์ยอมรับการตัดสินใจของคณะคณาจารย์เพียงใดข้อแนะนำในการกรอกแบบสอบถาม

๑. กรุณาอ่านแบบสอบถามแต่ละข้ออย่างละเอียด
๒. พิจารณาจากความคิดเห็นในกรณีที่มีการเปลี่ยนแปลงมติใหม่
๓. พิจารณาอย่างรอบคอบในแบบสอบถามแต่ละข้อ และโปรดให้ความเห็นว่าท่านยอมรับการตัดสินใจของคณะคณาจารย์ในข้อใดบ้างที่กล่าวถึงบ่อยครั้งเพียงใด แบบน้อยที่สุดหรือตลอดเวลา ค่อนข้างน้อยหรือเกือบตลอดเวลา เป็นบางครั้ง บางคราว เกิดขึ้นเป็นส่วนน้อย เกิดขึ้นน้อยที่สุดหรือไม่เกิดขึ้นเลย
๔. กรุณาทำเครื่องหมาย ลงในช่องว่างเพียงช่องเดียวที่ท่านมีความเห็นสอดคล้องกับข้อความแต่ละหัวข้อ เลือกคำตอบที่ท่านเห็นว่าดีที่สุดเพียงคำตอบเดียว
  - ก. หมายถึง น้อยที่สุดหรือตลอดเวลา
  - ข. หมายถึง ค่อนข้างน้อยหรือเกือบตลอดเวลา
  - ค. หมายถึง เป็นบางครั้งบางคราว
  - ง. หมายถึง เกิดขึ้นเป็นส่วนน้อย
  - จ. หมายถึง เกิดขึ้นน้อยที่สุดหรือไม่เกิดขึ้นเลย

ข้อที่	คณะคณาจารย์ตัดสินใจในข้อใดต่อไปนี้	ก	ข	ค	ง	จ
๑	การเปลี่ยนแปลงและปรับปรุงหลักสูตร					
๒	การประเมินผลโครงการเกี่ยวกับการเรียนการสอน					
๓	วิธีการจัดการประชุมเพื่อปรึกษาหารือกับคณาจารย์ (หรือกับผู้บริหาร)					
๔	การเลือกวัสดุและอุปกรณ์การสอนที่เกี่ยวข้องกับการ เรียนเฉพาะวิชา					
๕	หลักเกณฑ์หรือวิธีการที่จะนำมาใช้เพื่อความเป็น ระเบียบของนักศึกษา					

- ๔ -

- ก. หมายถึง น้อยที่สุดหรือตลอดเวลา  
 ข. หมายถึง ค่อนข้างน้อยหรือเกือบตลอดเวลา  
 ค. หมายถึง เป็นบางครั้งบางคราว  
 ง. หมายถึง เกิดขึ้นเป็นจำนวนน้อย  
 จ. หมายถึง เกิดขึ้นน้อยที่สุดหรือไม่เกิดขึ้นเลย

ข้อที่	พฤติการณ์ที่สนใจในรอบรอบข้อต่อไปนี้	ก	ข	ค	ง	จ
๖	การประเมินผลทางความสำเร็จในการเรียนการสอนของเนื้อหาวิชาเฉพาะเรื่อง					
๗	ระดับความรู้ความสามารถของนักศึกษาที่ใช้เป็นเกณฑ์ในการวัดและการศึกษาวิชาต่าง ๆ					
๘	การจัดให้มีเวลาหรือชั่วโมงการสอนพิเศษเพื่อช่วยเหลือนักศึกษาที่เรียนช้ากว่าปกติ					
๙	การจัดกลุ่มนักศึกษาเข้าชั้นเรียน					
๑๐	การพิจารณาและเอาใจใส่เกี่ยวกับเนื้อหาวิชาพิเศษเฉพาะอย่าง					
๑๑	การประเมินผลความสำเร็จของหลักสูตรที่ใช้อยู่					
๑๒	ให้ความสนใจและแสดงให้เห็นถึงเจตนาที่ดีเมื่อมีข้อเสนอหลักสูตรใหม่ให้พิจารณา					
๑๓	วิธีการที่จะนำไปใช้ในการประเมินผลความก้าวหน้าในการเรียนการสอนของนักศึกษา					
๑๔	กำหนดกฎต่าง ๆ เพื่อเฝ้าควบคุมระเบียบและเทคนิคการสอนให้เป็นไปตามความประสงค์					
๑๕	กำหนดแนวทางและขอบเขตในการส่งเสริมความก้าวหน้าในวิชาชีพของคณาจารย์					

2  
VITA

Sompis Hongham

Candidate for the Degree of

Doctor of Education

Thesis: THE RELATIONSHIP BETWEEN THE DEANS' LEADERSHIP STYLE AND THE FACULTY'S PROFESSIONAL ZONE OF ACCEPTANCE AS PERCEIVED BY TEACHING FACULTY AT SELECTED THAI UNIVERSITIES

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Personal Data: Born in Bangkok, Thailand, January 24, 1947, the daughter of Capt. Prapun and Mrs. Noi Hongham.

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